

Investigation Report No. 10

Report of the Review Committee

on

S. S. C.

EXAMINATION REFORM



**S. S. C. Examination Board
Maharashtra State, Poona**

SEPTEMBER ; 1963

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FOREWORD

THE publication of the Review Committee's Report commemorates an important land mark in the history of the academic activities of the S. S. C. Examination Board. With 10 years of experience behind the Board, it was felt that the time was ripe to review its work as a statutory body entrusted with the conduct of the first important public examination at the end of Secondary Education in Maharashtra State. The Board, therefore, at the suggestion and initiative of Dr. G. S. Khair, a senior member of the Board, appointed in August, 1959, a Committee to examine how far the objectives as set out in the preamble of the S. S. C. Examination Board's Act had been achieved and to suggest what modifications, if any, were called for in the present scheme of the S. S. C. Examination, its syllabuses, the administrative details of the examination machinery such as fixing of examination centres, programme of examination, setting of question papers, drawing up of model answers, scheme of assessment and moderation, regulations regarding finalisation of results, condonation of failures, exemption in individual subjects, declaration of results etc. The Committee was requested to indicate directions in which improvements could take place in the interest of the candidates sitting for the examination as well as for enhancing the efficiency and objectivity of the examination.

In the pages that follow we publish a detailed back-ground of the problems that this Review Committee was called upon to investigate, the questionnaire issued by it for eliciting views of bodies and individuals interested in examination reform, tabulation of replies received thereto by the Investigation Officer of the Board, classification of the various statistical data collected by the Research Section for use by the Committee members, final recommendations of the Review Committee and the decisions of the Board in respect of the recommendations of the Committee. It is hoped that the details given in this report would be of interest to Secondary Teachers and other examining bodies in the country as well.

The Review Committee has very carefully considered the replies received to the questionnaire and also the relevant data obtained from other sources, and has made the final recommendations on the basis of a thorough discussion on each of the issues incorporated in the questionnaire. The reasons which prompted the Committee to make each and every recommendation have not been given in the body of the report for want of space.

The Board has now invited views of the representatives of Secondary Schools, Universities in the State, the Directorate of Education, Secondary School Certificate Examining Boards in the country, in respect of the more important recommendations of the Review Committee, and it is proposed to implement the recommendations with such modifications as may then be found necessary, after obtaining approval of Government to the scheme and on giving adequate notice to the schools and the candidates.

The Board takes this opportunity to express its gratitude to the members of the Review Committee for the keen interest evinced by them in the work. Special thanks are due to Dr. G. S. Khair who rendered signal service to the Board by initiating, piloting and guiding the work of the Review Committee, through various stages, to completion. The Review Committee was assisted by the Investigation Officer of the Board, Shri S. R. Bokil, at all stages of its work including collection and tabulation of initial data and drafting the final report in the light of the Committee's deliberations and decisions taken from time to time, in the course of its work.

2nd September 1963

C. D. DESHPANDE,

Chairman,

S. S. C. Examination Board, Poona-10.



CHAPTER I

INTRODUCTION

1. The Problem

TIME has now come to review the working of the S. S. C. Examination Board of the last 14 years. We have gathered enough experience about the working of the Board in all its aspects and in the light of this experience we have now to chalk out some new lines of progress and indicate certain directions in which future improvements and changes of a progressive nature may have to take place.

The S. S. C. Examination was started in the year 1949 with a definite aim in view. The Bombay University at that time prescribed for its Matriculation Examination only those subjects which were necessary for admission to colleges. The S. S. C. Examination Board was, therefore, established for the distinct purpose of holding and conducting an examination at the end of the high school stage and for prescribing courses of studies for such examination with a view to (i) equipping pupils for employment, (ii) for education in the University and (iii) for other cultural purposes. Thus the S. S. C. Examination Board took over from the Bombay University the duties of examining students at the end of the secondary stage, but while doing so, it kept before it a three-fold objective as detailed above.

During the last 14 years, the number of candidates appearing at the S. S. C. Examination has increased tremendously e. g. the number was about fifty thousand in 1949 in the Bilingual State and today in the Maharashtra State itself the number has gone beyond a hundred thousand. Secondly, candidates of various levels of intelligence, i. e. low, average and high, and candidates of various kinds of aptitudes i. e. intellectual, practical, artistic, social etc. appear for this examination. It is also noticed that parents and candidates are actuated by varying ambitions regarding secondary education or the S. S. C. Examination. Naturally, the Board has to consider its scheme of examination in the light of all these circumstances and make due provision to meet the situation.

Another question of equal importance is whether the schools get enough time to prepare the candidates for the S. S. C. Examination, particularly in those special subjects which are allowed to be taught only in Std. XI and not in Std. X. Here it is to be borne in mind that the number of teaching days available in Std. XI is smaller than the number of days available in other standards. It is also observed that the subjects to be offered for the S. S. C. Examination greatly influence even in the Pre-S. S. C. Classes, the attitude of the candidates towards those subjects which they do not intend to offer for the S. S. C. Examination. In other words, the S. S. C. Examination has a direct influence practically on the last four years of the high school course. These facts have to be borne in mind and considered while proposing the re-orientation of the present S. S. C. Examination Scheme.

A careful review of the results of the S. S. C. Examination of the last several years reveals the following prominent features which deserve special consideration:—

(a) The large number of failures in subjects like English and Mathematics.

(b) The tendency on the part of the candidates to avoid subjects like History and prefer subjects like Geography probably because the latter subjects are considered lighter.

(c) A very negligible number of candidates offering vocational subjects and non-University subjects.

(d) The case of candidates not offering certain subjects like Physics-Chemistry or Algebra-Geometry, probably because there is no provision in certain schools for teaching those subjects.

(e) The remarks of the examiners in regard to common defects of the candidates, repeated year after year.

(f) The average result of the S. S. C. Examination is round about 46 per cent over the past 14 years. In other words, out of 100 candidates, 54 candidates are declared to have failed. Out of these 54 candidates, quite a large number may have failed only in one subject, and still the label of failure is applied equally to all the 54. The psychological effect produced by this system of declaring examination results on the candidates and their parents is a very important matter.

(g) The question whether it is essential for a candidate for the S. S. C. Examination to appear in all the examination subjects and pass in all of them at one and the same time in order to gauge his fitness for the certificate or whether it is desirable to allow him to appear only for those subjects for which he is well prepared and thus allow him to pass the examination in compartments.

(h) Review of the present combinations of subjects allowed by the Board and offered by the candidates for the S. S. C. Examination: whether they are adequate and whether they are judiciously chosen by the candidates to meet the requirements of the various objectives of the examination detailed above. Here it may also be noted that under the University Matriculation Scheme which was meant to test the intellectual capacity of students for higher education, the chief criterion was the ability of the candidate to offer and pass simultaneously in a given number of subjects. But in the present circumstances and in the interests of the varying abilities, aptitudes and ambitions of candidates appearing for the S. S. C. Examination, this restrictive criterion evidently needs modification.

(i) The administrative details of the examination machinery such as setting of question papers, scheme of assessment, scheme of moderation, model answers, regulations regarding finalisation of the results, condonation and exemption rules, review of centre-wise results and the declaration of results.

All these and several allied matters have also to be carefully gone through and necessary reforms in the interest of the candidates as well as for overall improvement in the efficiency and objectivity of the examination have to be suggested.

2. The Initiation

The S. S. C. Examination Board at its meeting held on the 3rd August, 1959, appointed, at the suggestion of Dr. G. S. Khair (a member of the Board), a sub-Committee of the following members (i) to review the work done by the Board during the last 10 years, (ii) to examine how far the objectives underlying the revised scheme of the S. S. C. Examination have been achieved, (iii) to clarify the objectives underlying the inclusion in the S. S. C. Examination Scheme of some subjects such as Art etc., and (iv) to review the Examiners' Reports on the performance of the candidates during the period of 10 years since the institution of the Board with a view to determining whether their usefulness could be increased and in particular, whether a standard form of report could be prescribed:—

Names of the members:

1. The Chairman.
2. Dr. G. S. Khair.
3. Shri N. S. Pradhan.
4. Shri G. H. Jambothkar.
5. Principal M. N. Bhat.
6. Shri F. S. Chothia.
7. Shri D. J. Sardeshpande.
8. Principal S. R. Bhatt.
9. Shri I. J. Patel.
10. Smt. T. Dehejia.
11. The Secretary.



In order to provide a background for the Committee's work Dr. G. S. Khair prepared a detailed note on the re-organisation of the S. S. C. Examination. In the note he stressed the necessity of taking a review of the work done by the Board during the preceding 10 years and mentioned various important issues pertaining to the reform of the S. S. C. Examination and also suggested changes in the S. S. C. Examination Scheme, syllabus, question papers, assessment procedure etc.

The first meeting of the Committee was held on the 6th December 1959, when Dr. Khair's note (a copy of the note is given in Appendix 'A') was discussed and it was resolved that the various problems in connection with

the general issues regarding the reform of the S. S. C. Examination be listed in a questionnaire form and copies of the questionnaire be sent to the members of the Board, its Courses Committees, members of the Board of Secondary Education and other bodies and individuals who were connected with the Board in the past or who were interested in the matter of examination reform. It was decided that replies to the questionnaire be made available to the members of the Review Committee at its next meeting when the matter should be discussed further.

3. The Questionnaire

In pursuance of the above resolution of the Review Committee, a suitable questionnaire embodying the various issues regarding the problem of the reform of the S. S. C. Examination, was prepared by Dr. G. S. Khair and the Investigation Officer and printed copies of the questionnaire were sent in March 1960 to 207 members. (A copy of the questionnaire is given in Appendix 'B'). Details regarding the main object in issuing the questionnaire, questionnaire outline, returns etc. are given in Chapter II of the report.

4. Consolidation of the replies to the Questionnaire

The returns (*viz.* 84 Questionnaires) which were received were carefully scrutinised and analysed by the Investigation Officer of the Board in consultation with Dr. Khair and detailed statements embodying all the relevant points in the replies were systematically prepared. A detailed report prepared by the Investigation Officer in this behalf was submitted to the Committee in July, 1961. The consolidated statements are embodied in a separate chapter of the report (*vide* Chapter III).

5. Deliberations of the Review Committee

The Review Committee appointed by the Board on the 3rd August, 1959 was reconstituted at the first meeting of the New Maharashtra S. S. C. Examination Board on the 28th May, 1960. The present personnel of that Committee (with substitute appointments and co-optation effected subsequently) is as under :

Names of the members :

1. The Chairman.
2. Principal M. N. Bhat.
3. Shri F. S. Chothia.
4. Shri G. H. Jambotkar.
5. Principal C. B. Joshi.
6. Shri R. S. Kenkre.
7. Dr. G. S. Khair.
8. Shri J. M. Mazumdar.

9. Shri D. J. Sardeshpande.
10. Shri S. R. Tawde.
11. The Secretary.

The Committee held a series of meetings from July 1961 to April 1962 (10 days in all) and discussed all the issues thoroughly on the basis of the replies received to the questionnaire.

The Review Committee appointed a Sub-Committee of the following members to draft the final report:—

1. Dr. G. S. Khair.
2. Prof. M. N. Bhat.
3. Shri D. J. Sardeshpande.
4. Investigation Officer.

The Sub-Committee held meetings in April and June 1962 (5 days in all) and prepared the final report.

6. Other Sources of Information and Material used by the Review Committee

The consolidated statements indicating replies to the questionnaire, no doubt, served as the basic document for the deliberations of the Review Committee. Besides, the Committee also referred to the relevant data collected by the Research Section of the Board's office, notes supplied by individuals, various reports referred to the Committee by the Board's office for consideration and had interviews with employers' representatives. A detailed account of the other sources of information and material used by the Committee is given in Chapter IV of the report.

7. Consideration of the Problem by the Examination Reform and Research Committee of the Board and the Board of Secondary Education

The questionnaire issued by the Review Committee was considered in greater detail by the Examination Reform and Research Committee of the Board at its meetings held on the 26th February, 1960 and 18th April, 1960 and also by the 'Improvement of Educational Standard' Sub-Committee appointed by the Board of Secondary Education and subsequently by the Board of Secondary Education itself at its meeting held on the 4th and 5th October, 1960.

The views expressed by the above two Committees were taken into account while preparing consolidated statements of the replies prepared by the Investigation Officer for the use of the Committee. Along with the consolidated statements, detailed account of the consideration of the questionnaire by the Examination Reform and Research Committee and the

Board of Secondary Education was also considered by the Review Committee before framing its final recommendations.

8. Recommendations

The recommendations of the Review Committee are given in Chapter V. A detailed account of the background which led the Committee to make each of the recommendations has also been given in that Chapter.

9. The Decisions of the Board

The recommendations of the Review Committee were fully examined by the Board's Standing Committee at its meetings held in July and November, 1962 and subsequently by the Board at its meetings held in August and November, 1962. The recommendations as approved by the Board are given in Chapter VI.



CHAPTER II

THE QUESTIONNAIRE**1. Main Object in issuing the Questionnaire**

THE questionnaire was issued with a view to eliciting opinions with regard to the suggested modifications in the present scheme of the S. S. C. Examination, Syllabus, and Regulations etc. as detailed in the note prepared by Dr. G. S. Khair on the re-organisation of the S. S. C. Examination.

2. Questionnaire Outline

The questionnaire contained about 29 main questions (74 sub-questions in all) grouped under 9 Sections—A to I. The different sections of the Questionnaire are listed below:

- (A) Regulations 12 to 19: Examiners and their work.
- (B) Regulation 20: Centres of Examination.
- (C) Regulation 22: Subjects of the Examination.
- (D) Regulation 23: Syllabuses in the subjects.
- (E) Regulation 26: Eligibility of Schools.
- (F) Regulation 27: Eligibility of candidates.
- (G) Regulations 37 and 39: Condonation and Exemptions.
- (H) Regulation 41: Publication of the Results.
- (I) Miscellaneous.

3. Response to the Questionnaire

In all 84 Questionnaires were received back. The classification of the returns is as follows:

No.	Group	No. of members approached	No. of members returning the Questionnaire
1	2	3	4
1.	Members of the S. S. C. Examination Board (both before and after its reconstitution).	33	11
2.	Members of the various Committees of Courses (before their reconstitution).	66	32
3.	Members of the Board of Secondary Education.	11	4

No.	Group	No. of members approached	No. of members returning the Questionnaire
1	2	3	4
4.	Secretaries of Boards of Secondary Education in India.	13	2
5.	Educationists and others	16	7
6.	Members of the State Education Council.	16	4
7.	Registrars of Universities	8	2
8.	Headmasters' Associations and Federations.	26	14
9.	Parties not traceable	—	6
10.	Members of the Examination Reform and Research Committee of the Board.	8	1*
11.	Employees' Organisations	4	0
12.	Members of the Sub-Committee on Examination Reform.	6	0
13.	The Board of Secondary Education	—	1*
	Total	207	84

(*Note.—Considered by the Committee as a whole.)

A list of the members of the various Committees from whom replies to the questionnaire were received is embodied in Appendix 'C'.

4. Consolidation of the Replies to the Questionnaire

The returns were tabulated systematically by the Investigation Officer in consultation with Dr. G. S. Khair and consolidated statements, one for each section of the questionnaire viz. A to I, were prepared on the basis of the replies received to each of the questions in the questionnaires totalling 82 in all. In each of the consolidated statements information is presented in ten columns. The necessary details of these columns as also the nine consolidated statements presented to the Review Committee are given in the next Chapter.

CHAPTER III

**ANALYSIS AND CONSOLIDATION OF REPLIES
TO THE QUESTIONNAIRE**

IN this part of the report are given tabular consolidated statements of the replies received to each of the questions in the questionnaire. In all 9 consolidated statements, one for each section of the questionnaire viz. A to I, are given. In this connection, it has to be noted that the consolidated statements are prepared on the basis of the replies received to each of the questions in the questionnaires totalling 82 in all. In each of the consolidated statements information is presented as follows:

Column No. 1.—Serial No. of the question in the questionnaire.

Column No. 2.—Description of the question.

Column No. 3.—Total No. of respondents who replied 'YES'.

Column No. 4.—Total No. of respondents who replied 'NO'.

Column No. 5.—Total No. of respondents who replied (applicable to descriptive questions only).

Column No. 6.—Total No. of respondents who did not reply.

Column No. 7.—Total No. of respondents.

Column No. 8.—Remarks, if any, or a detailed summary of descriptive answers.

Column No. 9.—Brief description of the views of the Examination Reform and Research Committee of the Board.

Column No. 10.—Brief description of the views of the Board of Secondary Education.

For facilitating comparison, percentages have been worked out and these are given in brackets under the figures of Columns 3, 4, 5 and 6 of the statement.

STATEMENT NO. 1

Showing consolidation of Section 'A' (relating to Regulations 12 to 19 i. e. Examiners and their work) of the Questionnaire issued by the S. S. C. Examination Board in connection with the work of the Review Committee

(Total Number of Questionnaires 82 in all)

Sr. No.	Description of the Question	Yes	No	Number Replied	Number Unreplied	Total	Summary	Views of the E. R. and R. G.	Board of Secondary Education
1	2	3	4	5	6	7	8	9	10
1	Which of the following steps would you suggest in order to ensure a common, uniform and reliable standard of assessment by all the Examiners and Moderators in a subject? (a) Some initial training for new Examiners? (b) Association of new Examiners with experienced Examiners? (c) A common meeting of Examiners and Moderators?	33 (40)	35 (43)	14 (17)	82	14 (17)	82	Yes Unreplied	Yes Unreplied Unreplied.

(d) Please state any other proposal which you have to make.

Do you think that the time given to the Examiners for the assessment of their work is

(a) Sufficient?

(b) If you feel that some more time is necessary for assessment, how many more days do you suggest?

32 (Vide pp. 121-122)

(1) Each Examiner should prepare his own Model Answer and submit them to his Moderator. The No. of Examiners under each Moderator should preferably be reduced to 6.

(2) Percentage of Moderation should be 15 in case of new Examiner as against 8 in the case of old Examiner.

2

22

At least 25 days From 7 to 9
(i. e. 5 more! days.

82 · No. of Addl.
days
required

No. of
Replies

1	2	11	1	10	5	1	7	8
3	4	5	6	7	9	9	10	15

41

A 1 (d).—Other proposals for ensuring a common, uniform and reliable standard of assessment

1. Improvements in selection of Examiners and Moderators through the following measures:—

- (a) Insistence on Honours and/or M. A. qualification in a subject.
- (b) A longer teaching experience.
- (c) Appointment of experienced secondary school teachers of the particular subject as Moderators.
- (d) Proportion of College teachers to school teachers should be 1 to 3.

2. Improvement in procedure of assessment through the following measures:—

- (a) Every Examiner will assess 10 answer-scripts in the presence of his Moderator, to be followed by personal discussions. Future assessment only after approval of the Moderator.
- (b) Examiners should assess 5 per cent answer-books (taken at random) and send them to the Moderator who should re-assess them and send them back to the Examiner concerned to serve as a model for them.
- (c) Uniformity with regard to the instructions given by different Moderators.
- (d) Model scheme of assessment with scope for variation should be introduced in schools, in order to train teachers as well as pupils and to give an experience to the pupils and teachers concerned.
- (e) Retention of Senior Examiners for a longer period as is done for the Sr. Cambridge Examination.

3. Administrative changes proposed:—

- (a) Each Examination unit should be reduced to 25,000 candidates.
- (b) Decentralization of the Central Board by establishing four divisional Boards—Central Board to set the papers and decide policy and bring about co-ordination and uniformity.

4. Scheme regarding the procedure of assessment and the model answers expected from students should be published for the guidance of teachers and candidates.

5. Training in assessment should be provided for in the B. T. Course.

STATEMENT No. 1—contd.

Sr. No.	Description of the Question	Yes	No	Number Replied	Number Unreplied	Total	Summary	Views of the E. R. and R. C.	Board of Secondary Education
1	2	3	4	5	6	7	8	9	10
3	(a) Do you think that the work of the Examiners and the Moderators interferes with the routine work of the school, owing to the absence of the teachers, supervisors and Headmasters from the school? (b) If your reply to the above is 'Yes', what changes do you suggest in the time-table of the school or the S. S. C. Examination?	65 (79)	08 (10)	60 (79)	9 (11)	82	(wide page 14)	Yes	Yes, undoubtedly.
4	Do you think that— (a) provision should be made for reassessment of answerbooks?	43 (53)	37 (45)	2 (9)	82	...	Yes	No specific suggestion to offer but something should be done in connection with the schools. Yes	The Examination should be conducted during vacation period as far as possible. No. But a sample reassessment may be made by the Board to evaluate the work of Examiners and Moderators.

A 3 (b).—Suggested changes in the time-table of the School or the S. S. C. Examination

1. Various suggestions regarding the dates of the S. S. C. Examination are as follows:

Examination may be taken in:

- | | | | | |
|--|-----|-----|-----|------|
| (a) The last week of March | ... | ... | ... | (3)* |
| (b) April | ... | ... | ... | (8) |
| (c) The first week of April | ... | ... | ... | (1) |
| (d) The middle of April | ... | ... | ... | (6) |
| (e) The latter half of April | ... | ... | ... | (4) |
| (f) The 3rd week of April | ... | ... | ... | (4) |
| (g) The last week of April | ... | ... | ... | (1) |
| (h) After the school is closed | ... | ... | ... | (1) |
| (i) Just before the vacation begins | ... | ... | ... | (6) |
| (j) After the Diwali Vacation by re-shuffling the present terms. | | | | (1) |
2. Headmasters should not accept Moderatorship as far as possible. (1)
 3. Work of assessment and moderation should be done after office hours. (1)
 4. The matter should be decided in consultation with Teachers' and Headmasters' Associations. (1)
 5. During the Examination the schools should remain closed or be kept part time, if possible. (1)
 6. Moderators be allowed to work at their places of residences and not at Poona and a final meeting may be held for 8 to 10 days for completing the results. (2)
 7. No. of answer-books to be assessed by an Examiner should not be more than 200. (1)
 8. Examiner be allowed to assess 20 answer-books per day instead of 30. (1)
 9. No. of Examiners should be increased. (6)
 10. Some additional days be given for assessment work. (2)
 11. The inconvenience to schools is unavoidable and it can be reduced by restricting the percentage of teachers in the school working as Examiners or Moderators to 10 per cent or 20 per cent. (6)

(*Note.—Figures in brackets denote the number of respondents.)

STATEMENT No. 1—*contd.*

Sr. No.	Description of the Question	Yes	No	Number Replied	Number Unreplied	Total	Summary	Views of the E. R. and R. C.	Board of Secondary Education
1	2	3	4	5	6	7	8	9	10
4	(b) In case your answer is 'Yes' what additional fees should be charged?			40 (49)	42 (51)	82	Additional Fees in Rs. 0 2 5 10 15 20 25 50 No. of Replies 1 1 7 11 3 6 9 2 40	Rs. 20 per paper	Does not arise.
	(c) In order to avoid the misuse of this facility what conditions would you suggest for the provision of reassessment?			41 (50)	41 (50)	82	(vide page 17)	(i) Application through the Headmaster. (ii) Statement showing the performance of the candidate in that subject at the previous school examinations.	Does not arise.

STATEMENT No. 1—contd.

Sr. No.	Description of the Question	Yes	No	Number Replied	Number Unreplied	Total	Summary	Views of the E. R. and R. C. ary Education	Board of Second-ary Education
1	2	3	4	5	6	7	8	9	10
4	(c) contd.							<p>(iii) Appointment of two referees from senior and experienced teachers or experts in that subject and who are not Moderators or Examiners for that year.</p> <p>(iv) Fee to be refunded if there is a change in result of the candidate or a change in marks to the extent of 10 per cent lower or higher in that subject.</p>	

A 4 (c).—Suggestions for avoiding the mis-use of the facility for Re-assessment

1. Application be forwarded through the Head of the School. The recommendations of the Headmaster should be based on the progress of the candidate during the previous 3 years. The Headmaster to submit internal marks of the previous 3 years.
 2. The Headmaster's recommendations should be based on sufficient evidence.
 3. Re-assessment be restricted to the following categories of candidates:—
 - (a) Candidates securing between 25 per cent to 35 per cent of marks.
 - (b) Candidates failing in one or two subjects by not more than 10 marks.
 4. Guardians to state reasons for asking for re-assessment.
 5. The re-assessment should be restricted to exceptional cases and should be left to the discretion of the Board.
 6. Suggestions with regard to fees for re-assessment.
 - (a) Caution money up to Rs. 25 to be taken.
 - (b) Forfeiture of the fees, if the facility is misused and assessment is found correct.
 - (c) Fees to be returned if the complaint is genuine.
 7. Details with regard to the No. of questions attempted and the marks expected by the candidate should be incorporated in the application form.
 8. Machinery for Re-assessment.
 - (a) Committee of 3 Moderators.
 - (b) Committee of the Chief Moderator only.
 - (c) A full panel of the same Moderators.
 - (d) Committee of 3 local Moderators.
 - (e) Committee of 3 experienced Examiners in that subject.
 - (f) Committee of 2 Examiners of 5 years' standing and the average to be taken in the final allotment of marks.
 9. One respondent has stated that any misuse of this facility would not ordinarily be expected; on the other hand, it would act as a check on the work of Examiners.
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STATEMENT No. 2

Showing consolidation of Section 'B' (relating to Regulation 20 i.e. Centres of Examination) of the Questionnaire issued by the S. S. C. Examination Board in connection with the work of the Review Committee

(Total Number of Questionnaires 82 in all)

Sr. No.	Description of the Question	Yes	No	Number replied	Number un-replied	Total	Summary	Views of the E. R. and R. O.	Board of Secondary Education
1	2	3	4	5	6	7	8	9	10
1	(a) Do you think that the necessity to appear for the S. S. C. Examination away from the home affects the performance of the candidates in the Examination?	69* (84)	13 (16)			82	*Including the members replying: Yes to a certain extent, viz. 18.	Yes	Yes.
	(b) In case the answer is 'Yes' which of the following reasons affect their performance?								
	(i) Living Condition ...	65 (79)	0 (0)		17 (21)	82		Unreplied	Yes especially (i)
	(ii) Expenditure ...	48 (59)	9 (11)		25 (30)	82		Unreplied	Yes.

1(b) - (contd)	(iii) Please state any other relevant reason that you have to suggest.	*41 (50)	41 (50)	82	*Other reasons suggested by the members are: (1) Strange and unfamiliar environment for the first time. (2) Psychological effects on the minds of candidates. (3) Lack of encouragement from parents due to absence of homely background.	Unreplied	Unreplied.
(a)	Do you think that the prerequisite regarding the minimum number of students that should appear at a centre should be relaxed in order to provide for a large number of centres.	13 (16)	9 (11)	82	Yes	Yes	Yes.
(b)	If 'Yes' what would you suggest as the minimum number of Candidates on the basis of which a centre should be opened?	55* (57)	27 (33)	82	*No. of candidates suggested by the members are: 50 1 (1) Distance 100 10 should be the 150 9 basis and 200 10 not the No. 250 7 (suggested by 300 9 2 members). 500 and over 5 (2) No hard and fast limit should be imposed (suggested by one member). Total 51	200 for March and 100 for October.	300 for March and 100 for October.

STATEMENT No. 2—contd.

Sr. No.	Description of the Question	Yes	No	Number replied	Number unreplied	Total	Summary	Views of the E. R. and R. O.	Board of Secondary Education
1	2	8	4	5	6	7	8	9	10
2	(b)—contd.						(3) Each case should be considered on its own merit (suggested by one member.)		
	(c) If at a small place an efficient printing press is not available, do you approve of the idea of printing copies of the Question Papers by a cyclostyle or Rota-print machine, if such facility is available at that place?	51 (62)	28 (29)		8 (10)	32		Possibilities of taking photo-copies of the Q. Papers for the use of Rota-print machines, as suggested by Prof. V. M. Dandekar in his detailed note, be explored.	Yes. The S. S. O. E. Board should explore the possibility of having Q. Papers pre-printed
	(d) Do you recommend that advance pre-printing of Question Papers should be resorted to in order to make Question Papers available to small centres?	27 (33)	46 (56)		9 (11)	32		Yes	

2(d) —
(contd.)

(e) If your answer to the above is 'Yes', what precautions against leakage would you suggest?

26*
(32)

56
(68)

82

*Some important precautions suggested are :

- (1) Printing at a Central Government Press under the supervision of an officer of the Board.
- (2) Opening of sealed packets in the presence of responsible persons.
- (3) Selection of reliable and highly trustworthy men.
- (4) Surprise visits and checks by the members of the Board and their representatives.
- (5) Proper custody.
- (6) Distribution of papers personally to different centres under proper vigilance.

The committee has suggested that the Chairman and the Secretary might visit a few other Boards to find out what measures are adopted by them to ensure confidential printing of Question Papers and its distribution to the various centres of examination.

as is done for the other public examinations viz. P. S. C., T. T. C. and the Vidarbha S. S. C.

Printing to be done outside the State.

STATEMENT No. 2—*contd.*

Sr. No.	Description of the Question	Yes	No	Number replied	Number un-replied	Total	Summary	Views of the E. R. and R. O.	Board of Secondary Education
1	2	8	4	5	6	7	8	9	10
2	(e)— <i>contd.</i>						<p>(7) Precautions taken by Vidarbha Board and Nagpur University may be adopted.</p> <p>(8) Local persons should not be appointed.</p>		

STATEMENT NO. 3

*Showing consolidation of Section 'C' (relating to Regulation 22 i.e. Subjects of the Examination)
of the Questionnaire issued by the S. S. C. Examination Board in connection
with the work of the Review Committee*

(Total Number of Questionnaires 82 in all)

Sr. No.	Description of the Question	Yes	No	Number replied	Number unreplied	Total	Summary	Views of the E. R. and R. O.	Board of Secondary Education
1	2	8	4	5	6	7	8	9	10
1	(a) According to the present practice, in order to satisfy the condition of 7 minimum subjects, the Headmaster has to recommend candidates who are well prepared in some subjects but weak in the others. Do you think that provision should be made to enable the school to recommend candidates only for those subjects for which they are well prepared, even though the number of subjects be less than 7? (b) If your answer is 'Yes', how many minimum number of subjects would you recommend for the first attempt of the candidate?	61 (74)	18 (22)	62 (75)	20 (34)	82	Minimum No. of subjects for the first attempt of the candidate	Yes Three subjects.	Some are in favour and some are not. Any number.

STATEMENT No. 3—*contd.*

Sr. No.	Description of the Question	Yes	No	Number replied	Number unreplied	Total	Summary	Views of the E. R. and R. O.	Board of Secondary Education
1	2	3	4	5	6	7	8	9	10
1 (b) — (<i>contd.</i>)	One subject } N.B.—Put a tick mark Two subjects } (✓) against the Three subjects } number you Four subjects } suggest. Five subjects } Six subjects }						1 3 4 5 6 Total ... 62		
2	In view of the above provision viz. to offer at a time a smaller number of subjects in which the candidate is really well prepared, would you recommend that the percentage of passing should be raised from the present 35 to 40?	51 (62)	20 (24)		11 (18)	82		Yes. This revision in effect after giving sufficient notice to the schools and candidates.	Yes. 40 per cent in individual subjects and 35 per cent for passing the Examination as a whole.
3	Should the S. S. C. F. Board give certificates to a candidate indicating the subjects in which he has passed, even though the number of such subjects is less than seven?	58 (65)	22 (27)		7 (9)	82		Yes	Yes
4	What should be the minimum number of subjects in which a student must pass in order to secure an over-all S. S. Certificate?			76 (93)	6 (7)	82	Minimum No. of subjects in which a candidate must pass in order to secure an over-all S. S. Certificate.	(i) No such minimum numbers should be laid down.	Six

(c) 5-(a).—Reasons preventing candidates from offering Non-University and Vocationally useful subjects

1. (a) Lack of provision for teaching these subjects in a majority of the ordinary High Schools.
- (b) Small No. of Vocational Schools.
- (c) Paucity of skilled and trained personnel. (43)*
2. Lure or glamour of the University degree and a general desire of the guardians to send their wards to the Universities. (18)
3. Expectation of getting a job in Government Services on the part of the degree holders, after securing degrees and absence of such expectation in the case of students securing the S. S. Certificate with Vocational subjects. (16)
4. (a) Want of proper guidance to pupils and their parents regarding appropriate selection of subjects.
- (b) Inadequate knowledge of avenues open to them.
- (c) No facility for proper vocational guidance. (12)
5. (a) Antipathy and a lack of proper outlook on the part of the management and Headmasters in making the necessary provision for these subjects.
- (b) Traditional conservatism for maintaining the status quo. (6)
6. Absence of propaganda among the people. (4)
7. General desire to get a white-collared profession and disinclination to work with one's own hands. The idea of dignity of labour is yet to be imbibed. (3)
8. Government stipulation and emphasis on degree for jobs. (3)
9. Prejudice and inferiority complex in selecting these subjects. The prestige enjoyed by the University subjects is high. (4)
10. Post-S. S. C. technical institutions demand higher percentage of marks for entrance. No such restriction for University Courses. (2)
11. The prevailing notions and traditional ideas among the masses. There is a tendency to follow the trodden path as far as possible. (2)
12. Insufficient provision by the Government for employment or further studies of these subjects.
13. Lack of financial resources for schools to make the necessary provision for these subjects. (1)
14. Candidate's weakness in Mathematics and Science which are necessary for vocational courses. (1)
15. Preference given to a degree holder even for ordinary jobs as against the non-degree holder. (1)
16. The number of candidates offering vocational subjects is increasing and with a change in social opinion regarding the usefulness of the vocational subjects, these subjects will become popular. (1)
17. Love of manual work is not created during the earlier stages of education. (1)

(*Note.—Figures in brackets denote the number of respondents.)

STATEMENT No. 3—contd.

Sr. No.	Description of the Question	Yes	No	Number replied	Number unreplied	Total	Summary	Views of the E. R. and R. C.	Board of Secondary Education
1	2	3	4	5	6	7	8	9	10
(contd.)	(b) What remedies do you propose?			66 (80)	16 (20)	82	(vide page 28)	Unreplied	More facilities for opening Multi-purpose schools and teaching other voluntary subjects not covered by Multi-purpose courses.
6	At present certain subjects can only be offered by pupils belonging to certain types of schools (e.g. Commercial High Schools). Are you in favour of allowing any pupil to offer any subject provided certain conditions (e.g. regarding practical work) are fulfilled.	45 (56)	23 (34)	68 (11)	83			The concession at present given in the case of a few subjects like Music, Typewriting etc. may be extended to technical subjects also.	Yes
7	(a) At present various subjects that can be offered at the examination are grouped together in Compulsory and Optional groups. Are you in favour of the existing arrangements?	51 (62)	24 (29)	75 (91)	83			In view of the suggestion of giving individual subject certificates this question does not arise.	Yes
	(b) If not, please offer alternative suggestions.			29 (35)	53 (65)	82	(vide page 29)	Does not arise.	Does not arise.

(C) 5 (5).—Remedies to induce the pupils to offer Non-University or Vocational subjects

1. (a) Sufficient provision for Technical subjects in Secondary Schools and post—S. S. C. institutions.
- (b) Facilities for training Vocational teachers.
- (c) Concession in fees for Vocational subjects. (24)*
2. A full-fledged programme of Vocational Guidance in schools under the guidance of trained personnel. (15)
3. Collection and dissemination of information regarding the actual and potential availability of employment in various walks of life. (13)
4. Department or Government should give liberal grants to schools for starting these subjects in schools. (9)
5. Educating the public regarding the dignity of manual work and encouragement of Vocational subjects by Government. (5)
6. Sufficient provision and proper facilities for further studies of these subjects should be made. (5)
7. The introduction of diversified courses in the schools as early as possible. (3)
8. Seminars and Conferences of Headmasters, Teachers, Parents and Pupils for discussing the usefulness of these subjects. (3)
9. Recognition of Institutions for certain subjects like Typewriting, Spinning, Weaving, Tailoring etc. (2)
10. College entrance examinations should be held by the Universities (1)
11. Restricting University admission to candidates obtaining a definite percentage of marks, say 50 per cent or more, at the S. S. C. Examination. (2)
12. Degree holders should be discouraged from applying for ordinary jobs. (1)
13. Appropriate co-ordination between Guidance Bureaus and Employment Exchange Offices. (1)
14. Schools in the same locality should co-operate in introducing different subjects in schools. (1)
15. At least one vocational subject should be made compulsory. (1)
16. The courses that are taught in vocational schools should be made more practical and suitable for easy employment in factories and commercial concerns. (1)
17. The school authorities should give due importance to these subjects in annual examinations and should also try their best to induce the students to take up these subjects. (1)

(*Note.—Figures in brackets denote the number of respondents.)

C 7 (b).—Suggestions with regard to Compulsory or Optional subjects

1. No compulsion with regard to any subjects. (3)*
2. Various suggestions with regard to the subjects that should be compulsory are given below:—
 - (a) English only. (1)
 - (b) Regional Language and Hindi only. (7)
 - (c) Regional Language, English and Hindi only. (1)
 - (d) History, Geography, Mathematics and Science only. (1)
 - (e) Hindi, Regional Language, Elementary Mathematics and General Science only. (1)
 - (f) Regional Language, Hindi, Elementary Mathematics or Algebra and Geometry, General Science or Physics-Chemistry and Social Studies only. (1)
3. Various suggestions with regard to grouping of subjects are given below:
 - (a) *For Arts.*— Regional Language, Hindi, Second Language, English and Social Studies. (2)
 - (b) *For Science.*—Regional Language, Hindi, English, Mathematics and Science. (3)
 - (c) Grouping of subjects according to the requirements of the Universities. (2)
 - (d) Core subjects like English, Regional Language, Hindi, Science and Mathematics for University students. (1)
 - (e) The University students should have all subjects compulsory and Non-University students to have a wide choice. (1)
 - (f) Complete freedom with regard to the No. and grouping of subjects.

(*Note.—Figures in brackets denote the number of respondents.)

STATEMENT No. 4

Showing consolidation of Section 'D' (relating to Regulation 23 i. e. Syllabus in the subjects) of the Questionnaire issued by the S. S. C. Examination Board in connection with the work of the Review Committee

(Total Number of Questionnaires 82 in all)

Sr. No.	Description of the Question	Yes	No	Number replied	Number unreplied	Total	Summary	Views of the E. R. and R. C.	Board of Secondary Education
1	2	3	4	5	6	7	8	9	10
1(a)	In order to provide for the diverse needs of pupils of different levels of intelligence and different types of aptitudes, do you approve of the idea of offering the S. B. C. subjects on two levels—the Ordinary Level and the Higher Level?	47 (57)	31 (38)		4 (5)	82		Yes	Some members are and a large majority are not in favour of two levels.
(b)	If the answer is 'Yes', what difference should there be between the syllabi of the Ordinary and the Higher Levels?								
	(i) Should it be with regard to the level of the syllabus? or	3 (4)			79 (96)	82		Unreplied	Unreplied

1(b) — contd.	(ii) Should it be with regard to the quantum of the syllabus?	5 (6)	77 (91)	82	Unreplied	Unreplied
	(iii) both?	26 (32)	56 (68)	82	Yes	Unreplied
	(iv) Subject.—Suggested differences between Ordinary and Higher Level syllabus.	...	36 (44)	82	(Vide pages 32 to 36)	Unreplied.
2 (a)	As in the case of technical and other vocational subjects, where journals of practical work done during the year have to be shown at the time of examination, do you approve of the idea of a similar procedure in the case of certain other subjects also?	48 (59)	11 (13)	82	Yes	No
(b)	If the answer is 'Yes', mention the subjects for which this procedure should be followed.		35 (43)	82	This should be done as in the case of Science subjects.	Does not arise.
3(a)	Subject. Nature of Record of work.	54 (66)	2 (2)	82	Yes	Yes.
	In order to encourage students to work throughout the year do you approve of the idea of taking into account the school marks along with the marks of the S. S. C. Examination?					

D 1 (b): iv Suggestions for differentiation between the Higher Level and the Lower Level Syllabuses

Name	Subject	Suggestions
1. Shri L. J. Patel	... English	... Lower level with texts (ordinarily), Higher Level Texts and composition in equal proportion.
2. Kum. Virbai Diwan	... Hindi, Regional Language, English.	At ordinary level the students' basic language skill alone should be tested. Higher Level should introduce him to literature.
3. Shri G. H. Jambotkar	... English and Marathi	The Lower Level paper should test merely the ability to speak, read and write in English etc. The Higher Level paper should test the candidates' mastery of the subject with regard to the literary aspect of the language as also the grammatical.
4. Shri G. B. Deshmukh	... Mathematics	The Lower Level should be the course at present for Elementary Mathematics and the Higher Level—the Old Course in Algebra-Geometry with Trigonometry
5. Shri Raman Vakil	... Ordinary	Ordinary : simpler than the present Elementary Mathematics paper. Higher : On the level of the old Mathematics syllabus.
6. Shri S. S. Aliyar	... Mathematics	About present Xth Standard level and quantum. Higher : A little Higher Level than the present S. S. C. Syllabus.
7. Shri G. C. Pain	...	The Lower Level paper should be a straight-forward one without being one on language and its intricacies, as at present. There may not be two levels for English. There should be two levels only in regard to Hindi and Indian languages other than mother-tongue.
8. Shri S. S. Khatas	... Language, History, ... Geography, Science.	The existing difference between the two levels may be retained.

9. Shri R. C. Patel	...	Sanskrit	...	Ordinary Level: The text-books simpler in contents, Grammar 1-10, गण, संधि, समास (simple). Higher Level: The text-book more diversified in contents, Grammar—Detailed study.
10. Rev. J. Dhur S. J.	...		...	There can only be ordinary level for mother-tongue, Hindi, English and Arithmetic. All the other subjects have to be of a Higher Level.
11. Dr. V. N. Bhawe	...		...	Specialised subjects and vocational subjects should be only of one level viz. Higher Level.
	...	Science subjects	...	Syllabus with general principles only should be for ordinary level and a detailed syllabus should be for a higher level. Details can be worked out when actual syllabi are framed.
12. Shri B. N. Kulkarni	...		...	As is in the case of English or Elementary Mathematics and Algebra-Geometry at present.
13. Shri A. H. Sheth	...	Art	...	Existing syllabus but option may be given to candidates to select any one out of three in practical 2nd paper.
14. Shri R. M. Trivedi	...	Book-keeping and accounts.	...	Existing course + consignments.
	...	Elements of Commerce.	...	+ J.L. venture.
	...		...	+ Foreign Exchange.
	...		...	+ Co-operation.
	...	English	...	+ Study of Modern prose and poetry.
15. Shri A. S. Patel	...	English	...	English Text for lower level; and text with grammar for higher level.
	...	Mathematics	...	Elementary Mathematics and Higher Mathematics.
	...	Hindi	...	Lower Level and Higher Level.
16. Prof. N. R. Parasnis	...		...	The present syllabus for Xth Std. should be for the ordinary level and the present S. S. C. Examination syllabus for the Higher Level.

Name	Subject	Suggestions
17. Shri G. P. Sohoni and Head-Masters' Association, Poona.		These are matters of detail and should be left to experts.
18. Dr. M. L. Balse	French	Ordinary level as at present, Higher Level writing of an essay in French, more importance to prescribed texts.
19. Shri T. S. Thakori		Elementary Mathematics, Algebra-Geometry. Elementary Science, Physics-Chemistry.
		As soon as the student enters Xth standard, he should be selected for the Ordinary or higher level from his performance of the previous 5 years.
		A time has come when we must give different types of subjects to the students with different intelligence and aptitudes. Students must study the same subjects till Std. IX. Then the process of weeding out must begin. Students with good intelligence should be given subjects at a higher level and students with less intelligence should be given subjects at a lower level. Students offering subjects at a higher level will go to Universities; the others will not normally go.
20. Shri S. Y. Shiratre	Ordinary Level English Text Marathi "	Higher Level. No Text (General). " (General).
		Speed words per minute.
21. " E. R. Dhongde	Typewriting (English)	25 " " for ordinary Level. 40 " " for Higher Level.
	Shorthand (English)	60 " " for ordinary Level. 80 " " for Higher Level.
22. " S. C. Walimbe	Algebra-Geometry	At both levels.

28. Mr. M. P. Vaidya Fundamental subjects at two levels—ordinary and higher level—are quite different from the Higher Secondary School Course. And if we believe in core subjects or medium knowledge, have we not already got levels at present? They are :—										
		<table border="0"> <tr> <th>Ordinary Level</th> <th>Higher Level</th> </tr> <tr> <td>English</td> <td>English</td> </tr> <tr> <td>Elementary Maths.</td> <td>... Algebra-Geometry.</td> </tr> <tr> <td>Social Studies</td> <td>... History-Geography.</td> </tr> <tr> <td>General Science</td> <td>... Physics-Chemistry, etc.</td> </tr> </table> <p>We have to maintain standards and give incentive to schools, teachers and pupils to put more work—even intelligence, to unfold itself, needs exertion and a will.</p> <p>Mathematics at ordinary level should be simpler; while at higher level it should be the old Mathematics syllabus.</p> <p>The ordinary level syllabus should be such that a boy passing it will be able to begin his life. The other one should enable him to go to a college and follow the teaching in colleges.</p> <p>Higher level syllabus from class V and ordinary from class VIII.</p> <p>Elementary for ordinary course, special subjects like Algebra-Geometry for higher level syllabus.</p> <p>Elementary V/s Higher Algebra and Geometry.</p>	Ordinary Level	Higher Level	English	English	Elementary Maths.	... Algebra-Geometry.	Social Studies	... History-Geography.	General Science	... Physics-Chemistry, etc.
Ordinary Level	Higher Level											
English	English											
Elementary Maths.	... Algebra-Geometry.											
Social Studies	... History-Geography.											
General Science	... Physics-Chemistry, etc.											
24. Smt. B. Sukhtankar	... Mathematics	...										
25. K. T. Mangalmurti										
26. J. G. Vaidya	1. English 2. Mathematics	...										
27. Registrar, M. S. University of Baroda.	Mathematics	...										
28. Kolaba District Headmasters' Association.	Science Sanskrit Lower Level	<p>Elements of General Science V/s Special Physics-Chemistry.</p> <ol style="list-style-type: none"> 1. Sanskrit passages without Sandhis. 2. Absence of translation in Sanskrit question paper. 3. No question on change of voice, on some of idiomatic words and on Sandhis should be asked. 4. No grammatical forms should be asked. 5. Only recognition of forms should be expected. 										

Name	Subject	Suggestions
29. Niesana District Headmasters' Association.	Mathematics	... Ordinary Level.—Elementary Mathematics. Higher Level.—Algebra-Geometry.
	Science	... Ordinary Level.—General Science. Higher Level.—Physics and Chemistry.
	Sanskrit	... Ordinary Level.—Present Syllabus. Higher Level.—Old Syllabus.
30. Nasik District Headmasters' Association.	Marathi	... Ordinary.—Present S. S. C. Syllabus. Higher.—Pre-degree or F. Y. Syllabus.
	English	... Same as above.
31. Surat District Headmasters' Association.	Mathematics Science English	} Courses as were kept by the University of Bombay for the Matriculation Examination. } Difference should be with regard to both, the level as well as the quantum of the syllabus.
32. West Khandesh District Headmasters' Association.	Mathematics Science English Marathi	
33. Kheda District Headmasters' Association.	Social Studies	
		... Topics of only Indian History and Geography for ordinary level. The present syllabus for higher level.

D 2 (b).—Suggested Nature of the record of Work carried out during the year, for various Subjects

Subjects	Nature of record of work
Science: ...	Journals of practical work regarding simple experiments, study of instruments, observation work.
Languages: ...	Composition work, Essays, Home work, Grammar Work and other written work, if any.
History: ...	Sketches, map drawing work, diagrams, record of visits to Historical places and forts.
Geography: ...	Sketches, map drawing work, diagrams, graphs, charts, observation work, reports of visits to developed towns, sources of rivers, big factories, a harbour, a dam, an excavation source and visits to museums etc.
Civics: ...	Charts.
Social Studies: ...	Maps and charts, Work done during the year, record of projects.
Art: ...	Sketches and drawings of outside visits (Scenery and landscapes).
Book-keeping & Accounts. ...	Journal and Ledger work.
Elements of Commerce. ...	Visits to industrial places.
Typewriting: ...	Worksheets typed by students.
Mathematics: ...	Record of work done during the year, Home work, exercises, model examples of all types.

STATEMENT NO. 4—contd.

Serial No.	Description of the Question	Yes	No	No. replied	No. unreplied	Total	Summary	Views of the E. R. & R. C.	Board of Secondary Education
1	2	3	4	5	6	7	8	9	10
3 (b)	If the answer is 'Yes' in which of the following ways should the school marks be used ?								
	(i) For adding to the total of the S. S. C. marks (viz. 20+50=100) ?	29 (35)	17 (31)		36 (44)	82		Unreplied	Yes.
	(ii) For reconsideration of border line or failure cases ?	27 (33)	18 (22)		37 (45)	82		Unreplied	Unreplied
	(iii) For mere information of the employers and college authorities ?	16 (20)	25 (30)		41 (50)	82		For the present, the school marks should be shown side by side in the certificate with the marks obtained at the S. S. C. Examination.	Unreplied.
	(iv) Any other purpose? Please mention.			4 (5)	78 (95)	82	The other purposes suggested are : (1) The marks record will help the school authorities to make up their minds whether a candidate should be allowed to appear for the final examination. The practice of giving this opportunity to all should be stopped.	Unreplied	Unreplied.

(3) (b) -contd.	3 (c)	In order to avoid the misuse of the above facility, if given, what precautions and checks will you suggest?	29 (35)	29 (35)	46 (56)	36 (44)	82	(2) To determine the correlation between the performance at school and at the S. S. C. Examination. If the divergence is more than 5 per cent there is something wrong somewhere. (3) For deciding whether request for reassessment of a paper should be granted. (Vide page 40)	Does not arise...	Un-replied
	4 (a)	Should the syllabus in certain subjects be more detailed than at present?	29 (35)	29 (35)	24 (29)	24 (29)	82	(Vide pages 41 and 42)	Yes, in certain subjects.	Yes, whenever necessary.
	(b)	If the answer is 'Yes' which are these subjects?			25 (30)	57 (70)	82	Details for each subject will have to be fixed up by the respective Courses Committees.	Details for each subject will have to be fixed up by the respective Courses Committees.	Practically in every subject.

D 3 (c).—Suggested precautions for avoiding the misuse of School Internal Marks as Supplementary to the S. S. C. Marks

1. Proper inspection of school records by the authorities of the Education Department and by the Officers of the S. S. C. Examination Board should be carried out. It was suggested that frequent and stricter checks on school records should be resorted to. (18)*

In this connection, three of the respondents have suggested that periodical statements of such records should be submitted to the S. S. C. Examination Board. Another respondent has suggested that failure to maintain these records by schools should entail withdrawal of the recognition of schools.

2. A uniform and workable procedure for assessment, as approved by the Board, should be adopted, so that there would be no difficulty in maintaining a proper record throughout the year by schools. (13)

3. A study of the comparison of marks (based on correlation method) awarded by the school and by the Board should be undertaken. (5)

In this connection, one of the respondents has suggested that the Research Unit of the S. S. C. Examination Board should classify schools into broad categories like 'A', 'B' & 'C' on the basis of such study. The cases of 'C' Class schools should be reported to the Director of Education. Another respondent has suggested that for the first 5 years, extreme cases should be studied.

4. Marks awarded by the schools should be forwarded in advance to the S. S. C. Examination Board, say along with the application forms. (6)

5. The answer-books of school examinations of the S. S. C. Class should be retained by the school for a period of 6 months and the Board should carry out a sample check of these answer-books. (1)

6. The facility should not be allowed indiscriminately. Only selected schools should be given this privilege, it being extended to other schools when they have satisfied the Education Department or the S. S. C. Examination Board, regarding their work and standard. The size need not be a determining factor. The right to withdraw such special recognition should be reserved. (1)

7. One of the respondents has stated that if the school marks are considered for reconsideration of border line or failure cases or for mere information of the employer or college authorities, there is not much chance of misuse. (1)

8. One of the respondents has stated that no effective checks can be stated, as one has to rely on the integrity of the subject teacher and the Head of the School. (1)

(*Note.—Figures in brackets denote the number of respondents.)

D 4 (b).—Subjects for which more detailed syllabuses than at present are recommended

1. Shri L. N. Chhapekar ... Social Studies, Mother Tongue, Elementary Mathematics.
2. Shri S. S. Aiyar ... Languages.
3. Shri C. S. Suthar ... (i) Social Studies.
(ii) General Science and Higher Science
(iii) Grammar and composition of all languages.
(iv) All technical subjects including Agriculture, Tailoring etc.
4. Shri S. P. Kharas ... Algebra—mention is not made about conditional identities and yet questions on this topic are asked. "Harder Factors" also does not define the exact nature of factors.
5. Shri J. S. Chaubal ... Social Studies.
It should be thoroughly recast.
6. Shri B. N. Kulkarni ... Elementary Mathematics.
Social Studies.
History.
Geography.
7. Smt. Laxmibai Vaidya ... (i) Home Science.
(ii) House Craft.
(iii) Minute details should be given in the syllabus of every subject.
8. Shri S. S. Desnavi ... In all subjects.
9. Shri G. P. Sohoni ... Almost in every subject of the syllabus.
10. Shri S. R. Tawde ... The S. S. C. Examination Board should prepare hand-books for teachers in all important subjects.
11. Shri S. Y. Shintre ... Marathi, Hindi, Mathematics.
12. Shri A. R. Mehta ... Social Studies, Arithmetic and Geography.
13. Shri D. R. Mankad ... All.
14. Shri J. G. Vaidya ... Civics, General Science & English.

15. Registrar, ... Social Studies—As an integrated subject
M. S. University, and not as History, Geography, Civics
Baroda. etc. given separately.
16. Registrar, Vidyapeeth, (i) Social Studies.
Vallabhbai Anand. (ii) Languages.
17. Ahmednagar Headmasters' English, Marathi, Arithmetic, Elemen-
Association. tary Mathematics and Physics and
Chemistry.
18. East Khandesh Headmas- (i) Mother-tongue.
ters' Association . (ii) Social Studies.
19. Mehsana District Head- Social Studies—History, General Science
masters' Association. —Astronomy, Physics. .
Elementary Mathematics—S p e c i f i c
instructions e. g. equations of the type
 $ax+by=c$ and not of $\frac{a}{x+\frac{b}{y}} = \frac{b}{x-\frac{a}{y}} = 0$
where a, b, c are numbers. Geometry
—“simple constructions of triangles
from sufficient data” is very vague. It
should be classified in detail.
20. Poona City, Poona District Almost in every subject.
Headmasters' Association.
21. West Khandesh Headmas- (i) Mathematics.
ters' Association. (ii) Physics-Chemistry.
(iii) Sanskrit and
(iv) Marathi.
22. Poona Secondary Teachers' All subjects.
Association, Poona.
23. Kheda District Headmasters' Objectives for the inclusion of topics in
Association. the syllabus should be clearly stated.

STATEMENT NO. 4—*contd.*

L-5 (Y) 465—4

Sr. No.	Description of the question	Yes	No.	No. replied	No. unreplied	TOTAL	Summary	Views of the E. R. K. C.	Board of Secondary Education
1	2	3	4	5	6	7	8	9	10
4 (c)	In what other ways can the syllabuses provide guidance to the teachers and the pupils?			32 (39)	50 (61)	82	(Vide page 44)	Unreplied ...	Teachers' Hand-Books should be made available.
5 (a)	Do you think that the pattern of the question paper in certain subjects needs to be changed?	36 (44)	24 (29)	29 (35)	22 (27)	82		Yes ...	Yes.
(b)	If so, what should be the nature of the suggested change?			28 (35)	58 (65)	82	(Vide page 44)	A reference may be made to the booklet on the "Educational Evaluation and Testing Procedures" prepared by this Committee.	According to the modern technique of examinations e. g. short answer questions.
(c)	Do you suggest any change in the division of marks allotted to different questions in each subject?	17 (21)	28 (34)		(45)	82		Unreplied ...	Same as in (b) above.
(d)	If so, indicate the nature of changes.			6 (7)	76 (98)	82	(Vide page 45)	Unreplied ...	Same as in (b) above.
	Subject Suggested change								

D 4 (c).—Suggested ways for providing more guidance to Teachers and Pupils through the Syllabuses

The booklet on syllabus should contain—

- (1) List of Text-books, reference books, maps, charts for the guidance of teachers and students.
- (2) List of teaching aids, apparatus for experiments, prescribed specimens, models, slides, films, Audio-visual aids etc.
- (3) List of suggested projects.
- (4) List of useful devices for effective teaching.
- (5) Objectives and skills in respect of each subject.
- (6) Teaching hints for teachers.
- (7) List of lesson units, ways of application, types of questions, model question papers with model answers.

In this connection, it may be mentioned that about 6 respondents have stated that teachers' hand-books in every subject should be prepared under the guidance of experts; while one of the respondents has stated that the Board should not undertake such type of work, as it is essentially the work of Headmasters' Associations.

D 5 (b).—Suggested changes regarding the Pattern of the Question Papers (in order of their frequency)

1. The percentage of objective type of questions should be increased. (11)*
2. There should be a reasonable or fair combination of subjective (i. e. essay type) and objective type of questions. (6)

In this connection, 3 respondents have stated that at least 50 per cent of the questions should be of the essay type in order to develop candidate's power of expression and composition.

3. Questions that are set in the papers should be well distributed over the entire syllabus. (3)

4. In all subjects, questions should be set to test the general understanding and application of knowledge of a candidate and not merely his memory. Critical ability should be tested. (3)

5. Silly questions like 'pairing' in English (Lower Level) and the so-called objective type of questions requiring 'Yes'—'No', 'Right' or 'Wrong' replies should be reduced, to 10 to 12 per cent. (3)

6. The percentage of short answer type of questions should be increased. (2)

7. There should be more questions and less marks to each question. (1)

8. Types of questions should be changed every year or more types of questions should be suggested out of which a few may appear in the examination. (1)

9. A respondent has stated that emphasis on mere translation in Sanskrit paper should be reduced. As regards Social Studies, he says that the present compartmental question paper is meaningless. (1)

10. The pattern of question paper should be in conformity with the objective and techniques of teaching that subject. (1)

(*Note.—Figures in brackets denote the number of respondents.)

D (5 d).—Suggested changes with regard to the Division of Marks between different questions in various Subjects.

Sl. No.	Name of the Respondent	Subject	Suggested change
1	Shri S. P. Kharas	Modern European Languages.	Marks for translation from English to the Modern Language be reduced to 20 and in grammar marks be increased to 20.
2	Dr. M. L. Balse	French	The objective type and the essay type of questions are mixed up in the same paper. There should be a different paper of objective type for 25 to 30 minutes carrying 25 to 30 marks and another of an essay type. In the alternative, the objective type of questions may be omitted in a three hours paper.
3	Shri S. C. Walimbe	All subjects Elem. Maths.	The question on comprehension should be abolished. Instead a small composition in French should be introduced carrying 10 marks. Equal marks for all questions and sub-questions. Arithmetic 40 per cent, Algebra 30 per cent and Geometry 80 per cent.
4	Registrar, M. S. University Baroda.	In each subject the proportion may be as shown in column 4.	Per cent (i) Internal ... 20 (ii) Short-answer ... 20 (iii) Objective ... 20 (iv) Essay type and formal type ... 40 ... 100
5	West Khandesh Headmasters' Association.	(i) English (ii) Sanskrit, Hindi and Marathi. (iii) Marathi	The essay should carry 10 to 15 marks and should have an option of translation from regional language into English. Grammar should carry 25 marks. No question on comprehension should be set. More marks should be allotted to textual questions. Essay should carry only 16 marks.

STATEMENT No. 4—contd.

Sr. No.	Description of the question	Yes	No.	No. replied	No. unreplied	TOTAL	Summary	Views of the E. R. R. C.	Board of Secondary Education
1	2	3	4	5	6	7	8	9	10
6	Keeping in mind the changes in society in recent years, what new subjects (e. g. Psychology, Economics and Anthropology) should be included in the list of subjects a pupil can offer at the examination?			60 (13)	23 (27)	82	(Vide page 42)	Such new subjects should be introduced as optional subjects at the Higher Secondary School Certificate Examination rather than the B. S. C. Examination.	No more subjects.

D 6.—New subjects proposed to be included in the list of subjects at the S. S. C. Examination

Sr. No.	New subjects proposed to be added	No. of Replies
1.	Economics (Elementary)	24
2.	Psychology (Elementary)	21
3.	Anthropology (in Elementary form)	7
4.	Principles of Education	4
5.	Sociology (Elementary Principles)	3
6.	Trade Certificate Courses like Wireman, Fitter, Surveyor, Dyer, Printer, Electrician etc.—one of these courses.	2
7.	Astronomy	2
8.	Social Psychology	1
9.	Current Affairs	1
10.	World History	1
11.	Ancient Indian Culture	1
12.	Social Welfare	1
13.	Elementary Archaeology	1
14.	Geology	1
15.	Politics	1
16.	Ethics	1
17.	Journalism	1
18.	Logic	1
19.	Co-operation	1
20.	Biology	1
21.	None*	28

**Note.*—The students in school are not mature enough for understanding such subjects. Further the list is already large enough and subjects of the type mentioned will not serve much useful purpose except to make the list appear to be very “learned”. Such subjects should be taken at the college level and not at the S. S. C. level.

STATEMENT NO. 5

Showing consolidation of Section 'E' (relating to Regulation 26 i.e. Eligibility of schools) of the Questionnaire issued by the S. S. C. Examination Board in connection with the work of the Review Committee

(Total Number of Questionnaires 82 in all)

Serial No.	Verification of the Question	Yes	No	No. replied	No. unreplied	Total	Summary	Views of the E. R. K. O.	Board of Secondary Education
1		3	4	5	6	7	8	9	10
1 (a)	Do you recommend that certain schools of good academic standing be allowed to hold their own examinations which the S. S. C. E. Board should recognise for the purpose of its external examination?	22 (27)	52 (68)	19 (28)	8 (10)	82	(Vide page 49)	Yes	If the experiment of awarding 20 per cent marks succeeds, some schools may be allowed.
(b)	If the answer is 'Yes', state under what conditions this should be permitted.			19 (28)	63 (77)	82	(Vide page 49)	For detailed scheme a reference may be made to Part-III of the report.	Unreplied.
(c)	What precautions would you suggest in order to avoid a misuse of the above provision?			15 (18)	67 (82)	82	(Vide page 50)	Details may be seen in Part III of the report.	Unreplied.

E—1 (b)

Some of the important conditions suggested by 19 respondents for allowing certain schools of good academic standing to hold their own examinations which the S. S. C. Examination Board should recognise for the purpose of its external examination, are summarised below:—

(1) Schools maintaining consistently a high percentage of results (above 80 per cent) at the S. S. C. Examination for a period of 5 years should be given this facility. (8)*

(2) The facility should be given to such a school which shows a high correlation continuously for 5 years between the marks awarded by the school (out of 20) and marks obtained at the S. S. C. Examination (out of 80). (1)

(3) Schools that are recommended by the Department or by an Inspecting Committee should be given this facility. In this connection one respondent has stated that schools declared as 'A' grade by the Educational Inspector should be selected for this purpose. (5)

(4) The facility allowed for a school should be continued for a period of 3 years in the first instance. This should be extended later on as experience is gained. (1)

(5) The selection of such schools should be announced in January every year so that no unfair means would be used. (1)

(6) The integrity of the person in charge of a school should be a major factor in granting this facility to the school. He should be an experienced person. The school should be very well equipped and should have trained, experienced and trustworthy staff. In this connection, one of the respondents has stated that a certain standard regarding the necessary required staff, equipment, laboratories etc. should be fixed. (6)

(7) Schools that are allowed this facility should faithfully maintain proper records of the last 2 years and this record should be kept open for inspection by the authorities of the S. S. C. Examination Board. (2)

(8) Question papers and a copy of the results prepared by the schools should be sent to the S. S. C. Examination Board. (2)

(9) Schools enjoying a good reputation regarding its standard of teaching, discipline and integrity should alone be granted this facility. (1)

(10) The facility should be allowed to a school in which the Examiners recommended by the Board are associated with the School Examinations in the ratio of 50:50 or 75:25. It should be done in the first instance as an experimental measure and the Board should review the results of this experiment. (1)

(11) One of the respondents has stated that the experiment is worth trying under vigilant supervision. (1).

(12) This may be allowed, provided students passing the Examination do not seek admission to the University courses. (1).

(13) Local enquiries should be made and their recommendations should form the basis of such recognition. (1).

(*Note.—Figures in brackets denote the number of respondents.)

E—1 (c)

Some of the important precautions suggested by 15 respondents for avoiding the misuse of the provision viz. "allowing certain schools of good academic standing to hold their own examinations which the S. S. C. Examination Board should recognise for the purpose of its external examination' are detailed below:—

In this connection, it should be noted that conditions referred to in E-1-(b) above, embody most of the necessary checks. However, some additional precautions suggested by the respondents are given below.

(1) Inspection of school records by the authorities of the Board should be carried out.

(2) A sample check by the Moderators appointed by the Board or by the officers of the S. S. C. Examination Board, should be undertaken.

(3) Heavy punishment like cut in grants etc. should be enforced in case of defaulters. Schools found to indulge in mal-practices be debarred from sending up pupils for 3 years.

(4) Strict vigilance must be kept and the facility withdrawn on the slightest doubt of unfair means.

(5) The facility should not be given permanently. If the school authorities are seen to have misused it even in one case, the facility should be withdrawn.

(6) One respondent has stated that precautions cannot be suggested at this stage; only experience will guide the course of the experiment.

(7) Instead of giving this facility to schools, it should be given to an Association of Headmasters and/or Secondary Teachers who should conduct this examination in their own districts, or in the schools which the S. S. C. Examination Board names.

STATEMENT NO. 6

Showing consolidation of Section 'F' (relating to Regulation 27 i.e. Eligibility of candidates) of the Questionnaire issued by the S. S. C. Examination Board in connection with the work of the Review Committee

(Total Number of Questionnaires 82 in all)

Serial No.	Description of the Question	Yes	No	No. replied	No. unreplied	TOTAL	Summary	Views of the E. R. R. C.	Board of Secondary Education														
1	2	3	4	5	6	7	8	9	10														
1 (a)	There is a requirement of only 100 days attendance during the academic year for XIth class. Do you think that percentage of the total attendance to the total instructional days should be increased?	53 (65)	11 (13)	68 (83)	14 (17)	82	<div>Minimum percentage of attendance to the total instructional days.</div> <table><tr><td>100</td><td>2</td></tr><tr><td>90</td><td>19</td></tr><tr><td>80</td><td>24</td></tr><tr><td>75</td><td>3</td></tr><tr><td>70</td><td>16</td></tr><tr><td>60</td><td>1</td></tr><tr><td colspan="2">65*</td></tr></table>	100	2	90	19	80	24	75	3	70	16	60	1	65*		Yes	Yes
100	2																						
90	19																						
80	24																						
75	3																						
70	16																						
60	1																						
65*																							
(b)	If so, indicate the percentage of minimum attendance required. Percentage of attendance to the total instructional days.						<div>Minimum percentage of attendance to the total instructional days.</div> <table><tr><td>90</td><td>2</td></tr><tr><td>80</td><td>19</td></tr><tr><td>70</td><td>24</td></tr><tr><td>60</td><td>3</td></tr><tr><td>50</td><td>16</td></tr><tr><td></td><td>1</td></tr><tr><td colspan="2">65*</td></tr></table>	90	2	80	19	70	24	60	3	50	16		1	65*		80 per cent ...	In general, except illness or similar reasons, the candidate's absence should not be condoned.
90	2																						
80	19																						
70	24																						
60	3																						
50	16																						
	1																						
65*																							
N. B.—Indicate your choice by putting a tick mark (✓) against the space provided.									80 per cent.														

STATEMENT NO. 6—*contd.*

Sl. No.	Description of the Question	Yes	No.	Number replied	No. Unreplied	TOTAL	Summary	Views of the F. R. R. O.	Board of Secondary Education
1	2	3	4	5	6	7	8	9	10
1 (b)— <i>contd.</i>							<p>Some suggestions in this behalf are :</p> <p>(1) Instead of making percentage of presence compulsory it would be advisable for the schools to teach and help the students up to the end of February (i.e. after the preliminary exam.)</p> <p>(2) The attendance should be 75 per cent before Preliminary and 75 per cent after Preliminary.</p> <p>(3) 75 per cent instructional days before the last date for submission of forms and 75 per cent instructional days after the above date.</p>		

2 (a) In order to minimise the percentage of failures among the ex-students and also to ensure better preparation, do you agree with the suggestion of requiring ex-students to pass periodical tests or a preliminary test given by the school before their application forms are sent up?	51 (62)	22 (27)	1 (1)	8 (10)	82	In this connection, one respondent has suggested that this should be left to the discretion of the Headmaster.	No candidate should be allowed to appear for more than three attempts in any subject.	A preliminary test.
2 (b) Similarly, in the case of private candidates, would you suggest the desirability of requiring the private candidates to appear at least for two periodical examinations of the school or at least one preliminary examination?	49 (60)	22 (27)	1 (1)	10 (12)	82	One respondent has suggested that this should be left to the discretion of the Headmaster.	Same suggestion as mentioned above.	No test should be made applicable to private candidates. Present rule to continue.

STATEMENT No. 7

Showing consolidation of Section 'G' (relating to Regulations 37 and 39 i.e. condonation and Exemption) of the Questionnaire issued by the S. S. C. Examination Board in connection with the work of the Review Committee.

(Total Number of Questionnaires 82 in all)

Sr. No.	Description of the Question	Yes	No	No. replied	No. un-replied	Total	Summary	Views of the E. R. R. C.	Board of Secondary Education
1	2	8	4	5	6	7	8	9	10
1 (a)	Do you suggest any change in the present rules governing: (i) grant of exemption from re-appearing in a subject? and (ii) condonation of deficiency for passing in a subject?			45 (55)	37 (45)	82	(Vide page 55)	Unreplied	Unreplied.
(b)	If the principle of compartmental passing as stated in (C) of the Questionnaire is accepted, what changes would you suggest in the rules governing: (i) grant of exemption from re-appearing in a subject? (ii) Condonation of deficiency for passing in a subject?			35 (43)	47 (57)	82	(Vide page 56)	Unreplied	Unreplied.
				33 (40)	49 (60)	82	(Vide page 56)	The question does not arise.	Unreplied.
				23 (28)	59 (72)	82	(Vide page 56)	Does not arise	Unreplied.

G—1 (a)(i)

The respondents were requested to state the changes if any, in the present rules governing the grant of exemption from re-appearing in a subject. As many as 30 respondents out of 45 who replied to this question have stated that no change is necessary in the present rules, as they are of the opinion that the present rules are quite satisfactory. Some of the other suggestions made by the respondents in this behalf are detailed below:

- (1) Exemption may be given at 40 per cent (4).*
- (2) Exemption may be given at 45 per cent (3).
- (3) If the percentage of passing is raised to 40 per cent in each subject, candidates who pass may not be required to appear in that subject again. (2)
- (4) There should be exemption from reappearing in a subject in which the candidate has passed. (2).
- (5) If the idea of compartmental passing is accepted, the question of granting exemption in a subject will not arise. (2).

G—1 (a) (ii)

The respondents were requested to suggest changes if any, in the present rules governing the condonation of deficiency for passing in a subject. Here also it was observed that as many as 30 respondents out of 35 who replied to this question have stated that no change is necessary in the present rules, as they are of the opinion that the present rules are quite satisfactory. Two respondents have stated further that the rules are already liberal and as such no change is called for. Some of the other suggestions made by the respondents in this behalf are summarised below:

- (1) Marks over 50 per cent should be spread over two subjects only to cover deficiency for passing in these subjects. (1).*
- (2) Rules regarding condonation be deleted. (1).
- (3) If the idea of compartmental passing is accepted, the question of condonation of deficiency for passing in a subject will not arise. (1).

(*Note.—Figures in brackets denote the number of respondents.)

G—1 (b) (i)

The respondents were requested to suggest the changes, if any, in the rules governing the grant of exemption from re-appearing in a subject, if the principle of compartmental passing as stated in Section C of the Questionnaire, is accepted. The suggestions made by the respondents (viz. 33 who replied to this question) are summarised below.

- (1) No exemption should be granted (if provision is made for compartmental passing). (7)*
- (2) No change is necessary. The present practice may be continued. (7)
- (3) Exemption may be given at 40 per cent. (7).
- (4) Exemption may be given at 45 per cent. (2).
- (5) Exemption may be given at 55 per cent. (1).
- (6) Exemption may be given at 60 per cent. (1).
- (7) If the percentage for passing is raised to 40 per cent, the candidates securing this percentage may be declared to have secured exemption in that particular subject. There need not be any separate percentage for exemption. If he passes the subject with 40 per cent he should be declared as 'Pass' in that subject once for all. (3).
- (8) If the principle of compartmental passing is accepted, the question of granting exemption does not arise. (2).
- (9) The exemption should be valid for a definite period and for a definite number of attempts. (2)

G—1 (b) (ii)

The respondents were requested to suggest the changes, if any, in the rules governing the condonation of deficiency for passing in a subject, if the principle of compartmental passing as stated in Section 'C' of the Questionnaire, is accepted. The suggestions made by the respondents (viz. 23 who replied to this question) are given below:—

- (1) Such cases should not have the advantage of condonation. (9)*
- (2) No change is necessary in the present rules. The present practice is all right. (9).
- (3) Failure by not more than one mark in a subject may be condoned irrespective of the number of subjects. (1).
- (4) Deficiency of two marks each in not more than two subjects be condoned, if offered at a time. None, if only one is offered. (1).
- (5) Deficiency by not more than two marks be condoned. (1).

(*Note.—Figures in brackets denote the number of respondents.)

STATEMENT No. 8

Showing consolidation of Section 'H' (relating to Regulation 41 i.e. publication of the Results) of the Questionnaire, issued by the S. S. C. Examination Board in connection with the work of the Review Committee (Total Number of Questionnaires 82 in all)

Sr. No.	Description of the Question	Yes	No	No. replied	No. unreported	TOTAL	Summary	Views of the E. R. R. C.	Board of Secondary Education
1	2	3	4	5	6	7	8	9	10
1 (a)	In order to minimise the undue importance to examination results in the public mind and to reduce the harmful psychological effects and mental strain on the minds of pupils and parents, it is suggested that instead of declaring the results of all schools on one particular day, the result should be sent to the individual schools as and when they are ready. Do you agree with this suggestion?	46 (56)	29 (35)	64 (78)	18 (22)	82	(Vide page 56)	Yes ...	The present arrangements may continue.
(b)	It is suggested that instead of declaring the candidates as Pass or Fail, the Board should merely announce the subjects in which every candidate has passed, thus leaving it to the colleges and employers to see whether their requirements are fulfilled? What is your reaction to this idea?					82		Yes ...	Yes.
(c)	Have you any alternate suggestion to make to minimise the undesirable effects of this external examination?			15 (18)	67 (82)	82	(Vide page 59)	No suggestion to offer.	No.

H—1 (b)

Regarding the publication of results, it was suggested that instead of declaring the candidate as Pass or Fail, the Board should merely announce the subjects in which every candidate has passed, thus leaving it to the colleges and employers to see whether their requirements are fulfilled.

It was found that a substantially large majority (40 out of 64 replies) of the respondents are in favour of this idea. 14 respondents have stated that it is not feasible to bring this in practice.

Some of the other reactions to the idea proposed in the question are given below:

(1) This system is well worth trying. It may work satisfactorily for college entrance, as the college authorities will not find any difficulty in admitting candidates to a College, but a layman employer who usually attaches importance to a certificate of passing the S. S. C. Examination fully, will hesitate to employ such candidates as have passed in a few selected subjects. (2).*

(2) The idea is excellent in theory. In practice the public will expect the Board which examines and issues certificates to see that the certificate is honoured. In other words, the Board should declare the result in definite terms and not keep the candidate's fate hanging indefinitely. (2)

(3) This is correlated to Section-C (subjects of Examination) of the questionnaire. In cases where a candidate offers fewer subjects than the minimum, a certificate merely announcing the subjects in which he has passed may be given, but then there is no question of his passing the S. S. C. Examination as such. In the other case, the Board should announce 'Pass' or 'Fail'. (1).

(4) This cannot be considered, unless all the Indian Universities think on these lines. (1).

(5) The other States will have difficulty in knowing the position, if the student goes to other State. Note on the certificate that so many subjects are required to be passed for the S. S. C. Examination would be helpful. (1).

(6) In some Universities viz. Osmania and Marathwada, a certain percentage of marks is necessary for admission to a college. (1).

(*Note.—Figures in brackets denote the number of respondents.)

H—1 (c)

Some of the alternate suggestions offered by the respondents (viz. 15 who replied to this question) to minimise the undesirable effects of the external examination are detailed below:

(1) Results should be first sent to the individual schools on one particular day before they are released to the press for publication. (4).*

(2) The importance of external examination will be minimised, if the question of proper weightage to internal assessment at the final examination is considered. (2).

(3) Giving proper weightage to internal assessment and the introduction of short answer and objective type of questions, together with the essay type of questions, will evaluate properly the student's development and consequently the undesirable effects of the external examination will be minimised. (1).

(4) Assignment of credits instead of marks to each individual subject of passing will lessen the effect to a certain extent, in that the students will offer subjects without an eye to scoring and individual subject passing will reduce their strain to a certain extent. (1)

(5) The examination should be held only once in a year. (1).

(6) Each individual parent or guardian should be informed of the result of his ward. (1).

(7) A candidate should not have, except under very extraordinary circumstances, more than three chances to appear at the S. S. C. Examination. (1).

(8) 'Pass or Fail' should be given on the score of the 'core subjects' at the S. S. C. Examination level. (1).

(9) Those who fail in the S. S. C. Examination should not be debarred from employment. The rules for recruitment of clerks etc. should be so revised that importance given to examinations is minimised. (1).

(*Note.—Figures in brackets denote the number of respondents.)

STATEMENT No. 9

Showing consolidation of Section 'I' (relating to Miscellaneous problems) of the Questionnaire issued by the S. S. C. Examination Board in connection with the work of the Review Committee

(Total Number of Questionnaires 82 in all)

Sl. No.	Description of the Question	Yes	No.	Number replied	Number Unreplied	TOTAL	Summary	View of the E. R. B. C.	Board of Secondary Education
1	2	3	4	5	6	7	8	9	10
1 (a)	At present the S. S. C. Examination serves two purposes. It serves as an entrance examination to the University. It also attempts to cater to the needs of those who do not plan to go to the University. In your opinion, does it satisfactorily serve both these functions?	35 (43)	38 (40)	5	14 (17)	52		Yes	Under the existing conditions not adequately.
(b)	If not, what suggestions do you have to offer?			38 (46)	44 (54)	52	(Vide page 61)	Unreplied	More diversification of courses in earlier bifurcation.

L-1 (b)

The respondents were requested to offer suggestions if any, if they were of the opinion that the present S. S. C. Examination does not serve the two purposes mentioned below satisfactorily.

(1) To serve as an entrance examination to the University.

(2) to cater to the needs of those who do not plan to go to the University.

The suggestions made by the respondents (viz. 38 who replied to this question) are detailed below:—

(1) The S. S. C. Examination should be divided into two levels—viz. the Higher and the Lower. (13).*

The Higher one for candidates aspiring to go to a University and the Lower one for candidates seeking to end their education at the S. S. C. Level, and making them eligible for employment.

It has been suggested that both these purposes must be set distinctly before the candidates at the outset, to avoid frustration and production of misfits.

In this connection, one respondent has stated that the Board should guide the students in making combination of subjects, which will be useful for them for various careers in life, and that the assistance of Vocational Guidance Bureau should be taken in this respect.

(2) The Universities should be allowed to conduct their own entrance examinations. (5).

(3) The examination may serve both the purposes satisfactorily provided, the public and the Government take greater interest by founding more technical institutions and creating suitable avenues of employment for such students who pass the examination. (2).

(4) In the preliminary stages, the S. S. C. Examination will not serve both the purposes satisfactorily; but as the masses will understand the clear conception, things will take a definite shape. (1).

(5) The rules for recruitment of clerks etc. should be so devised that the importance given to examination is minimised. (3).

(6) The subjects at the S. S. C. Level should be regrouped suitably (3).

(7) More practical work should be included in the syllabus. (1).

(8) For those going to the University, syllabuses in certain subjects be made higher and the percentage of passing raised to 45. (1).

(9) The students should be given free choice in the selection of minimum No. of subjects according to their needs, capacities and aptitudes, under proper guidance. (1).

(10) The institution of Higher Secondary Course may help to serve the purpose. (1).

(11) The S. S. C. Examination Certificate should be given to those who appear for 5 subjects only. (1).

(*Note.—Figures in brackets denote the number of respondents.)
L—S (Y) 465—5-a

Statement No. 9 (Contd.)

Sr. No.	Description of the question	Yes	No.	Number replied	No. Unreplied	TOTAL	Summary	Views of the E. R. R. O.	Board of Secondary Education
2	2	8	4	5	6	7	8	9	10
2	It has been represented that the schools at present do not get a full academic year of study for preparing the candidates adequately for the S. S. C. Examination. Do you agree with following suggestions made in connection with the lengthening of this period ?	60 (61)	19 (23)			82		Yes	Yes
	(i) The S. S. C. course should be spread over the last two years of the High Schools.	23 (28)	30 (37)	2 (2)	27 (33)	32	Two respondents have stated that this may be left to the discretion of the Headmaster.	Unreplied	No.
	(ii) The teaching of the S. S. C. syllabus should start in the latter part of the 2nd term of the Xth standard.								
	(iii) Please indicate any helpful suggestion that you have to make in this connection			37 (45)	45 (55)	82	(Vide page 65)	Unreplied	in view of the difficulties experienced in completing the course of studies in the XI std. for want of sufficient time, the course of studies in the

2 (iii) — contd.							Xth and XIth should be so adjusted as to facilitate completion of studies for the S. B. C. E. in good time.
3 (a)	Should any minimum age be prescribed for appearing at the examination?	89 (72)	20 (24)	3 (4)	82	Yes.	... Yes.
(b)	If the answer is 'Yes', state the minimum age.		62 (46)	20 (24)	82	15	... 16 plus so long as the secondary course is of 11 years.
4	What should be the intervening period between the declaration of results and getting admission to colleges in order to give enough time to the candidates for future planning?		72 (58)	10 (12)	82	At least month.	Unreplied
						No. of replies	
						Intervening period	
						About two weeks	
						" three "	
						" a month "	
						" two months "	
						" three "	
						62	
						72*	

Statement No. 9 (Contd.)

Sr. No.	Description of the Question	Yes	No.	Number replied	No. Unreplied	TOTAL	Summary	Views of the E. R. R. C.	Board of Secondary Education
1	2	3	4	5	6	7	8	9	10
5	Have you any other suggestions to offer with regard to any other aspects of the S. S. C. Examination ?			29 (35)	53 (55)	82	<p>• In this connection one respondent has stated that future planning is generally done during the period after the examination and before the declaration of the result. He has further stated that as a matter of fact parents and the boy do the planning during the 2 or 3 years of High School course.</p> <p><i>Vide pages 66 to 71 ...</i></p>	Unreplied ...	Unreplied

I-2 (iii)

The respondents were requested to offer helpful suggestions, if any, for getting enough time for preparing the students adequately for the S. S. C. Examination. Two suggestions viz. (1) the S. S. C. course should be spread over the last two years of the High Schools and (2) the teaching of the S. S. C. syllabus should start in the latter part of the 2nd term of the Xth standard, were already included in the Questionnaire as separate questions.

It was, however, found that even in reply to this question, many of the respondents (viz. 37 who replied to this question) have repeated the above suggestions in some form or other. Some other suggestions made by the respondents in this behalf are summarised below:

- (1) The minimum attendance required before and after the forms are sent should be substantially increased. (5).*
- (2) If the examination at two levels is introduced, the difficulty about time will not arise. (2).
- (3) The number of pages for study in Marathi, Hindi and English should be reduced. (2).
- (4) The whole course should get its proper orientation from class VIII. (2).
- (5) Adoption of three terms may solve the problem. (1).
- (6) The present terms should be reshuffled. (1).
- (7) Curtailment of longer vacations should be resorted to. (1).
- (8) Resort to be made to the process of staggering at the end of Class-X. (1).
- (9) When to begin should be left to schools. (1).
- (10) If the S. S. C. Examination be conveniently shifted to the latter half of April and the period required between the date of despatch of forms and actual examination be reduced, students will get a pretty good time for studies. (2).

(*Note.—Figures in brackets denote the number of respondents.)

I-5

The respondents were requested to offer suggestions with regard to any other aspects of the S. S. C. Examination. The suggestions made by 29 respondents who replied to this question are detailed below:

1. As the number of candidates is increasing year by year the S. S. C. Examination is becoming unmanageable in spite of all human efforts. The examination has become bulky and unwieldy. The very many defects of the examination are due to the big number of candidates appearing every year. It is, therefore, necessary to split up the Board into regional Boards, even in the new set up of the Maharashtra State. There may be one Central Board or a Co-ordinating Committee for the regional Boards in the State, for purposes of policy making and ensuring common uniform standards in respect of setting question papers and assessment, and not having mechanical rigidity as at present. Each regional Board should have freedom to conduct its own examination catering to the needs of its own region, to assess the answerbooks, to compile and declare the results etc. The suggestion of decentralising the working of the Board into suitable regional Boards has been made by the following nine respondents:-

(i) Principal M. Y. Vaidya, (ii) Sardar Lakshmansingh, (iii) Rev. Humbert, (iv) Prof. N. R. Parasnis, (v) Principal S. R. Tawde, (vi) Principal K. T. Merchant, (vii) Dr. M. P. Vaidya, (viii) Poona Secondary Teachers' Association, (ix) Shri T. S. Thakore.

Sr. No.	Name	Suggestion
2	Kum. Virbai Diwan	Steps should be taken to maintain secrecy of question papers and the result of individual students.
3	Prin. M. N. Bhat	Under the scheme of compartmental (subject-wise) passing, a candidate should be sent up only if he is fit to appear in at least four out of seven subjects, in the other remaining subjects he should attend the school again and qualify to appear in them.
4	Shri S. S. Aiyar	Conductors and Supervisors should be appointed with greater care and they should be representative of all schools that send up candidates for the examination.
5	Dr. C. R. Nalk	Examiners have to devote more time to work other than that of actual assessment e. g. the work of entry and checking of marks and the like.
6	Shri C. S. Suthar	Rule No. 23 reads—notify such amendments or changes any time during the school year but not later than six months...etc.

The words 'not later than six' should be amended to read 'not later than two'.

Sr. No.	Name	Suggestion
7 Shri G. C. Pain	...	<p data-bbox="651 268 1137 536">(i) Before the S. S. C. Examination starts, information regarding seating arrangements and the seat numbers should be sent to each individual school. The present practice of having a consolidated list at a few places is not very helpful. This suggestion has also been made by Shri G. P. Sohoni and Poona City and District Headmasters' Association.</p> <p data-bbox="651 559 1137 714">(ii) It is found that there are schools where the percentage of passes is less than 20. This contributes to the overall low percentage. Such continuous low percentage on the part of a school should be adequately countered.</p> <p data-bbox="651 737 1137 892">(iii) The results of regular, ex and private candidates should be declared separately. This particular suggestion has also been made by the Secretary, Nasik District Secondary School Headmasters' Association.</p>
8 Shri S. P. Kharas	...	<p data-bbox="651 934 1137 1170">(i) India needs more technicians and, as such, the study of Mathematics should be of a higher standard than at present. The subject Elementary Mathematics, the syllabus of which is a mere mockery of the noble subject, the Queen of Sciences, be dropped entirely from the S. S. C. Examination and Algebra-Geometry be retained.</p> <p data-bbox="651 1193 1137 1300">(ii) Social Studies at present is a mere patch-work of History, Geography and Civics. The syllabus in this subject needs a complete revision.</p>
9 Shri J. S. Chaubal	...	<p data-bbox="651 1328 1137 1403">(i) Under-graduate S. T. C. teachers of 15 years experience may be appointed as examiners.</p> <p data-bbox="651 1425 1137 1641">(ii) Examiners be paid Rupee One per paper as the remuneration (No. of answerbooks per examiner should be 200-225). The President of Bombay State Federation of Head Masters' Association has also suggested that the Examiners and Moderators, etc. should be better paid.</p>

Sr. No.	Name	Suggestion
10	Shri B. N. Kulkarni	... Only those lecturers or Professors should be connected with the examination who have at least 2 or 3 years of teaching experience in secondary schools.
11	Smt. Laxmibai Vaidya	... (i) There should be a compulsory paper in General Knowledge at Lower Level at the Junior S. S. C. Examination and at Higher Level at the Senior S. S. C. Examination. (ii) Answers should be given in the Mother tongue.
12	Shri G. P. Sohoni & Poona City District Head masters' Association.	The receipt must show the number of subjects offered and the languages of answers.
13	Dr. M. L. Balse	... There should be no change of places on the 6th and subsequent days of the examination.
14	Prin. S. R. Tawde	... The S. S. C. Examination has become bulky and unwieldy. There should be common examination papers but the examination should be district-wise. The questions should be objective and answers definite. Passing should be in compartments and passing in subjects may be declared. Each school should be informed of the results, as they become ready. There should not be mass declaration of results.
15	Shri T. S. Thakore	... (i) Importance given to the S. S. C. Examination should be reduced in order to mitigate wrong approaches to study, wrong methods of learning and teaching and the other evils concomitant with external examinations. (ii) Students should be allowed to appear for the S. S. C. Examination during consecutive years. October Examination should be scrapped and thorough preparation in the subjects should be a condition for appearing at the Examination. (The suggestion of having the examination once a year has also been made by the Secretary, Nasik District Secondary School Headmasters' Association.) (iii) A student should be present for 90 per cent of the working days till January. Results of the Terminal

Sr. No	Name	Suggestion
15	Shri T. S. Thakore	<p data-bbox="600 258 1092 418">... Examination or Quarterly Examinations should also be recorded in the form so that the Headmaster will not send up students with poor performance. Students with poor performance should not be given forms at all.</p> <p data-bbox="609 427 1092 695">(iv) Even the best students in languages are at a great disadvantage as regards the final aggregate of marks, whereas the best students in Mathematics and Science are at a great advantage. The result is that students offer Arithmetic and Elementary Mathematics simply to obtain a higher percentage. More liberal marking in languages and humanities should be done to maintain a balance.</p> <p data-bbox="609 705 1098 1641">(v) It is not a happy sign in our State that students have developed a tendency to give up subjects like Mathematics, Physics and Chemistry, Sanskrit, etc. It is good to provide Elementary Science and Elementary Mathematics for those who desire to give up study after the S. S. C. Examination. But it is ruinous for those who desire to join a college. I would, therefore, suggest a group of 7 subjects at a lower level which should be compulsory for weaker boys and a group of 7 subjects at a higher level which should be compulsory for more intelligent boys. The tendency of giving up subjects must be eliminated. Students must study all the subjects at a higher or lower level. I, therefore, welcome the Russian system which makes a definite group of subjects compulsory which will ensure good general education. We have been adopting the American system at our cost with the result that our youths are becoming easy-going. They must work hard at schools and colleges and that can be done only by compulsion. Students must be made to work hard at the school and the college and they should not be promoted unless their performances are of a good order. At present the rules of promotion are very liberal with the result that even in the S. S. C. class we come across students who are not fit to sit in IXth class.</p>

Sr. No.	Name	Suggestion
16	Shri S. Y. Shintre	... Pupils who fail in one or two subjects be allowed to reappear at the October Examination. All other candidates should be made to appear in March.
17	Dr. M. P. Vaidya	<p>.. (i) Much depends on two factors—one, whether the Higher Secondary School course is coming and second, whether the Provincial Board of Secondary Education becomes statutory and gets wide powers as in Vidarbha.</p> <p>If that is not so, divisional S. S. C. Examination Boards should lessen some load from the central S. S. C. Examination Board.</p> <p>(ii) Internal assessment is a step in the right direction; but it should be introduced cautiously and progressively.</p> <p>(iii) I believe college professors should have little scope of becoming paper-setters, moderators or examiners at this school Examination. Only trained, experienced teachers, actually teaching particular subjects, be appointed for the purpose. The suggestion that paper-setting should be done entirely by school teachers has also been made by the Bombay State Federation of Headmasters' Associations.</p> <p>(iv) Dr. Khair's suggestion of giving subject-certificates to candidates is educationally sound. It prevails in some of the States of America. But the time for that experiment is not yet ripe in India. Our Secondary School Examination system is still dominated by the University and its requirements. As an interim measure for 10 years, it is suggested that, in addition to the general certificate of having passed the whole S. S. C. Examination, the Board be authorised to issue subject certificates on a payment of five rupees to candidates who demand them and who get 40 per cent marks in those subjects.</p>
18	Shri J. G. Vaidya	<p>... (i) Proper inspection and control over teaching by the Board.</p> <p>ii) Discipline among examiners and teachers is equally necessary as among the students.</p>

Sr. No.	Name.	Suggestion.
19	Registrar, The M. S. University of Baroda.	The present syllabus should be recast as to convert the present Standard X into S. S. C. Class and the present Standard XI into a preparatory or the final class of a Higher Secondary School.
20	Registrar, Sardar Vallabhbhai Vidyapeeth.	(i) Separate certificates be issued both for University entrance as well as for school final. (ii) for University entrance, a set scheme of subjects be provided so as to provide a minimum basis of general education to all entrants to Universities.
21	President, Bombay State Federation of Headmasters' Association.	(i) The remarks of the examiners should be more detailed and constructive. (ii) The best answers should be circulated to schools. They may not contain the names of candidates and schools. (iii) Paper-setting should be done in a calm and quiet place. (iv) The Board should increase the number of its prizes. (v) The Courses Committees should be formed in consultation with the Teachers' and Headmasters' Organisations. (vi) Instead of Government nominating Headmasters and teachers on the S. S. C. Examination Board, the Federations should be asked by Government to nominate their representatives.
22	Secretary, Mehsana District Headmasters' Association.	The Board should publish the equivalents of English technical terms in regional languages.
23	Secretary, Nasik District Secondary School Headmasters' Association.	(i) Marks should be supplied free of cost from the consolidated examination fees charged. No extra fee should be charged. This would save a good deal of botheration for all candidates, schools and the office of the Board. Sending back of mark-sheets to the office will not be necessary and pupils will take them from the school as and when required. (ii) Certificates should be issued to candidates as early as possible.
24	President, Poona Secondary Teachers' Association.	The constitution of the Board should be so amended that a majority of its members are secondary teachers duly elected on democratic basis.

CHAPTER IV

OTHER SOURCES OF INFORMATION**1. Collection and presentation of data**

THE Research and Investigation Section of the Board's office collected data on the various issues as and when they arose during the course of the deliberations of the Committee. The data collected by the Section was suitably tabulated and consolidated by the Investigation Officer and supplied to the Committee as per details given below :

(a) NO. OF STUDENTS TAKING UNIVERSITY EDUCATION AFTER PASSING THE S. S. C. EXAMINATION OF THIS BOARD

Information regarding the No. of candidates taking University Education was obtained from the Registrars of Bombay and Poona Universities and a consolidated statement indicating the statistical data received from the Universities within the jurisdiction of this Board was prepared and presented to the Committee.

It was observed that out of 42,667 candidates who passed in October 1959 and March 1960, about 25,000 (i.e. 59 per cent) joined the First Year classes of the Colleges in 1960-61. The percentage of the candidates joining the First Year of the Colleges in 1961-62 (i.e. 27,000) to the No. of successful candidates in October 1960 and March 1961 (i.e. 45,079) was found to be 60.

(b) NOTE ON THE EMPLOYABILITY OF S. S. C. EXAMINATION PASSED STUDENTS BY SHRI N. C. PAVRI

The Committee, while considering the employability of the S. S. C. Examination passed students suggested that Shri N. C. Pavri, Deputy Director of Employment be requested to prepare a detailed note suggesting possible outlets for the S. S. C. Examination passed students without any further specialised training and also recommending specific suggestions for modifications of the S. S. C. Scheme to enable the candidates to obtain employment directly on passing the Examination.

A summary of the note on the above subject prepared by Shri N. C. Pavri, in consultation with the Vocational Guidance Unit of the Regional Exchange, Bombay is given below :

(A) In the world of work very few jobs are open to those who have only the S. S. C. to their credit. However, clerical jobs, jobs in the sales field, and jobs in 'service' occupations such as police and 'sports' occupations are open to the S. S. C. holders on a large scale. The field of professional jobs is practically closed to the S. S. C. holders, but they can get jobs like those of primary and middle school teachers where schools do

employ untrained undergraduates. In the field of transport and communications, majority of the jobs require special training; but jobs such as bus conductors, traffic controllers, postmen, messengers etc. where even the S. S. C. level is not essential, are available to the S. S. C. holders. Similar observations can be made regarding the field of skilled and semi-skilled jobs in workshops and factories; but it may also be suggested that more jobs can open up in this field if the S. S. C. syllabi is suitably modified. Position of the farming and allied fields is anomalous; because the very few S. S. C. holders with agricultural subjects, who have registered with the Exchange, are seeking jobs in other fields.

(B) The officers of the Exchange during their contact with employers have noted the following empirical observations regarding S. S. C. passed candidates made by the employers:—(1) Level of expression in spoken and written English is low. (2) There is a conspicuous lack of the knowledge of etiquette. (3) Level of general knowledge is low. (4) Computational skill in simple arithmetical operations is very poor. (5) Tendency to put in hard work, which is so necessary for success, is diminishing. (6) Even the students who have passed S. S. C. Examination with technical subjects have not shed their aversion for physical work. Their knowledge of technical trades is very vague and sketchy. (7) Vocational maturity i. e. general knowledge of the world of work is very poor.

(C) With a view to prepare the S. S. C. holders for the world of work in a better way, the following suggestions are made:—

(1) A compulsory oral test in English and in the regional language should be introduced and it should be based not only on the literary content of the language but also on the correct usage in formal conversation.

(2) Curriculum in English in Group II in the S. S. C. Scheme should include some elements of Commercial correspondence.

(3) Similar additions should also be made to the curriculum in the Regional Language. Knowledge of such material in the regional language will help the candidates towards proficiency in English and it will also facilitate the change over from English to the regional language as State Language if and when it takes place.

(4) A test, which will measure speed and accuracy in simple arithmetical computations, should replace some existing portions in Arithmetic in the subject 'Elementary Mathematics'.

(5) In order to improve the vocational maturity of students, visits to places of work should be arranged during school years and reports on these visits should be made compulsory for all students irrespective of their choice of subjects. One way of doing this would be to incorporate the visits as practical work in General Science or Social Studies. Stress should be given during the visits on studying working conditions, employments and future prospects.

(6) In all papers, more weightage than at present should be given to neatness and good hand-writing.

(7) A proper system for evaluation of participation in extra-curricular activities and of personality should be evolved.

(8) The syllabus and practical work in Technical subjects should be so modified as to make the trainee proficient in at least one trade like fitter, turner, welder, machineman etc.

(9) By slight additions to the subject Physiology and Hygiene students can be taught the job of vaccinator, inoculator, masseur or chiropodist.

(10) Civil Draughtsmanship and Mechanical Draughtsmanship can be put as two additional subjects under the technical group in the S. S. C. scheme.

(11) With a view to eradicate 'white collarism' among the candidates, an attempt to evolve a scheme of imparting in-plant training in suitable subjects should be made with the co-operation of the major industries in the State. To enable the industries to admit minor boys for training purposes, the existing Factory legislation might require some modification.

**(c) PUBLICATION OF THE SCHEME OF ASSESSMENT AND MODEL ANSWERS.
VIEWS OF THE CONVENERS AND CHIEF MODERATORS**

The Committee while considering the suggestion viz. "that the scheme of assessment and Model Answers be published for the guidance of teachers and candidates" proposed that the suggestion be referred to the Conveners of the Committees of Courses as also the Chief Moderators.

Two separate statements indicating views of the Conveners of the different Committees of Courses and of the Chief Moderators appointed at the March and October, 1961 Examinations in this behalf were prepared and submitted to the Committee.

Statements of the Conveners and Moderators are summarised below:

Opinion	No. of Conveners	No. of Chief Moderators
The scheme of assessment and Model Answers:—		
(i) May be published	4	17
(ii) May not be published	3	4
(iii) Only detailed scheme of marking should be published.	4	1
(iv) Only Model Answers should be published	1	2
(v) No opinion to offer	—	12
Total	12	36

**(d) INCLUSION OF TRAINING IN ASSESSMENT IN THE B. T. COURSE'—VIEWS
OF THE PRINCIPALS OF TRAINING COLLEGES**

The Committee while considering certain proposals for ensuring a common uniform standard of assessment proposed that the suggestion viz.

'Training in assessment be included in the B.T./B.Ed. Course' be referred to the Principals of Training Colleges for their views and their opinions in this behalf be submitted to the Committee for consideration.

A consolidated statement indicating the views of the Principals of Training Colleges in this behalf was prepared and made available to the Committee.

In all seven Principals of Training Colleges were consulted and it was observed that most of them accepted the suggestion. Some of them pointed out that one or two Universities have already implemented the suggestion.

(e) SCHOOL-WISE DISTRIBUTION OF EXAMINERS AND MODERATORS AT THE MARCH AND OCTOBER 1961 EXAMINATIONS

The Committee, while examining the present period available for the assessment of answer-books suggested that data regarding school-wise distribution of the Examiners be collected and made available to the Committee for considering further implications of the proposal of giving more days to the Examiners.

A statement showing district-wise distribution of the Examiners and Moderators at the S. S. C. Examinations of March and October 1961 was prepared and the same is given below:

Category	Name of District	March 1961		October 1961	
		No. of Examiners	No. of Moderators	No. of Examiners	No. of Moderators
1	2	3	4	5	6
School Teachers.	Poona	223	58	53	15
	Satara	64	8	19	2
	Sangli	71	3	9	1
	Kolhapur	77	7	23	2
	Sholapur	93	15	31	3
	Ahmednagar	66	5	11	1
	Nasik	72	8	23	2
	Dhule	38	1	15	1
	Jalgaon	115	16	32	5
	Thane	80	8	12	5
	Kolaba	26	2	8	1
	Ratnagiri	55	3	18	1
	Bombay City	408	61	133	16
	Greater Bombay.	109	18	42	9
Total ...		1,493	211	430	64
College Teachers and Others		580	138	215	54
Grand Total ...		2,073	349	645	118

The details of school-wise distribution of the Examiners and Moderators at the abovementioned examinations were also collected by the Research Section.

(f) RE-ASSESSMENT PROCEDURE OF THE ORISSA BOARD

The Committee, while considering the proposal for re-assessment of answer-books, suggested that details of re-assessment procedure as adopted by the Orissa Board may be obtained.

The details of reassessment procedure supplied by the Board of Secondary Education, Orissa, Cuttack, were supplied to the Committee. It was found that their rules of re-assessment were part of a final moderation process before publication of the results. There is no provision of re-assessment of answer books after the declaration of results.

(g) STATISTICAL DATA REGARDING THE NO. OF PUPILS WHO APPLIED FOR ADMISSION TO AND THE NO. SELECTED FOR TRAINING IN VARIOUS COURSES TAUGHT IN THE INDUSTRIAL TRAINING INSTITUTION

The Committee while considering the types of technical courses etc. suggested that full information regarding the No. of candidates taking admission to the various courses taught in the Industrial Training Institutes might be obtained from the Director of Technical Education. It was then also suggested that information regarding the No. of candidates taking these courses after the S. S. C. Examination might also be obtained separately.

Information about the intake capacity for different courses at the Industrial Training Institutes/Centres was obtained from the Directorate of Technical Education and the same was made available to the Review Committee. It was found that the total seating capacity for Craftsmen Courses in the Maharashtra State was 4,492 and admissions were made after every 9 months. Barring the courses given below the admission qualification for the rest of Courses is two standards below the S. S. C. Examination i. e. 9th standard pass.

- (i) Draughtsman Civil.
- (ii) Draughtsman Mechanical.
- (iii) Electrician.
- (iv) Mechanic (Instrument).
- (v) Mechanic (Refrigerator).
- (vi) Mechanic (Radio).
- (vii) Surveyor.
- (viii) Tool maker.
- (ix) Wireless Operator.

It was found that out of 16,166 pupils who applied for admission in August 1960 session for 2,376 seats, 2,843 were actually admitted. The corresponding figures for May 1961 session were 11,936, 2,868 and 3,224 respectively. It was further observed that whereas the percentage of seats for which qualification was 9th standard pass to the total number of seats was 70 for August 1960 session the actual percentage of the non-S. S. C. students admitted to the total admission was 35.3. This was mainly because of the large number of S. S. C. students who applied for admission to the courses for which qualification was 9th standard pass. The corresponding figures for May 1961 session were 75 and 45.5.

2. Notes supplied by Individuals

The Committee considered the following notes supplied by the various individuals which were referred to it by the Board's office for consideration :—

- (a) Prof. K. R. Gunjkar's note on reforms in the examination system.
- (b) A note on "Basic Education" prepared by Shri B. K. Gokhale, I.C.S. (Retd.).
- (c) A note prepared by Shri G. P. Sohoni, President, Headmasters' Associations, Poona City and District, offering certain concrete suggestions regarding the proposal of giving credit to internal assessment at the final S. S. C. Examination to the extent of 20 per cent (Appendix 'D').
- (d) A note by the Officer-in-charge, Institute of Vocational Guidance, Bombay offering certain suggestions regarding the vocational subjects at the S. S. C. Examination.
- (e) A note by Shri D. J. Sardeshpande on the proposed pattern of Secondary Education and our present Scheme of the S. S. C. Examination.

3. Reports referred to the Committee by the Board's Office

The Committee considered the following reports referred to it by the Board's office.

- (a) Report prepared by the Committee appointed by the Council of Federation of Head Masters' Associations regarding the S. S. C. Examination Results.
- (b) Report prepared by the Board of Secondary Education on 'Improvement of Educational standards in Secondary Schools'.

4. Interviews with Employers' Representatives

- (a) DISCUSSION OF THE COMMITTEE WITH SHRI N. C. PAVRI,
DEPUTY DIRECTOR OF EMPLOYMENT, BOMBAY

The Committee at its meeting held on the 28th September 1961 at Poona suggested that Shri N. C. Pavri, Deputy Director of Employment, Bombay, might be invited to give his observations to the Committee regarding the nature of jobs secured by the candidates after the S. S. C. Examination.

Shri N. C. Pavri who attended the Committee's meeting on invitation on 22nd October, 1961 in the Parle College, Bombay, said that out of 10,300 candidates (8000 Boys and 2300 Girls) who registered their names with the Employment Exchange, Bombay, for obtaining jobs, roughly 15 per cent of the candidates were of the first grade, 30 per cent were of the second grade and the rest belonged to third grade. It was found that about 88 per cent of the boys and 98 per cent of the girls sought clerical jobs irrespective of the nature of subjects taken by them at the S. S. C. Examination. It was noticed that out of these 10,300 candidates, those taking Technical and Commercial subjects were very few—only about 25 and 50 respectively. The remaining vast majority were found to have

taken only University subjects. He, however, made it clear that the above observations were based on the number of candidates enrolled for seeking employment in the public sector only, as there was no compulsion of recruitment through the Employment Exchanges as far as the private sector was concerned.

Shri Pavri observed that the Commercial and Technical subjects as provided at the S. S. C. Examination at present had not helped the candidates in securing direct employment and that the candidates taking these subjects at the S. S. C. Examination needed certain specialised post-S. S. C. training with a view to enabling them to acquire that skill and ability which would help them to secure employment. These observations were corroborated by Shri R. S. Kenkre, Deputy Director of Technical Education (who was present at the meeting of the Committee on the 23rd October). He was of the opinion that the inclusion of technical subjects in the Secondary Education stage had fulfilled various useful purposes viz: (i) to arouse the curiosity of students, (ii) to develop good hobbies, (iii) to facilitate admission to polytechnic colleges and (iv) to give the candidates bias for technical education.

(b) DISCUSSION OF THE COMMITTEE WITH THE EMPLOYERS' REPRESENTATIVES

The Committee at its meeting held on 22nd and 23rd October 1961 at Bombay suggested that a few employers (as may be suggested by Shri N. C. Pavri) be invited to obtain their view point regarding employability of the present S. S. C. holders for employment and to have their observations in the matter.

The following representatives of two important commercial firms were present by special invitation at the Committee's meeting held on 17th February, 1962 at Bombay.

1. Shri D. S. Dighe, Senior Personnel Officer, The Associated Cement Co., Ltd., Bombay.
2. Dr. S. A. Palekar, Personnel Officer, Glaxo Laboratories Ltd., Bombay.

The main topic for discussion at the meeting was the employability of the present day S. S. C. passed candidates. In the discussion which followed, the view was expressed that the present S. S. C. passed candidates would be more suitable for employment only after some specialised post S. S. C. training according to the specific requirements of the various jobs.

CHAPTER V

RECOMMENDATIONS OF THE REVIEW COMMITTEE

THE Review Committee considered the consolidated replies to the questionnaire and the other data made available to it by the Research Section and after a thorough discussion the Committee has made the following recommendations :—

These recommendations have been classified under the same heads as those in the questionnaire which elicited the information, the numbers within brackets corresponding to the item numbers in the questionnaire.

Regulation Numbers given in brackets refer to the Maharashtra S. S. C. Examination Regulations printed in the year 1959.

(A) Examiners and their work (Regulations 12 to 19)**(A-1 and 2). STEPS TO ENSURE RELIABLE AND UNIFORM STANDARD OF ASSESSMENT BY ALL THE EXAMINERS AND MODERATORS**

With the growing number of candidates appearing for the S. S. C. Examination year after year, the Board is naturally faced with the following problems or issues :—

- (a) The need to employ a larger number of examiners and among them a growing number of inexperienced examiners.
- (b) The greater possibility of fluctuations in assessment as a result of the larger number of examiners and the examinees.
- (c) The need to standardise methods of assessment in order to safeguard the objectivity of assessment and maintain uniform standards.
- (d) The need to give some initial training in assessment to the new examiners in order to initiate them into the standardised methods of assessment.
- (e) Lastly, the need for a more effective check by the Moderators on the work of assessment done by the Examiners in order to maintain the necessary uniformity in the assessment work.

The Committee considered the above issues in all their aspects and recommended as under:

Recommendation 1

Some provision for giving initial training to new Examiners in the method of assessment should be made before the work of assessment is actually undertaken by them.

Recommendation 2

The percentage of moderation should be raised to about 8 per cent.

Recommendation 3.

Senior Examiners may be allowed to continue for a longer period.

Recommendation 4

The Board should request the State Universities to include the subject of Theory and Practice of Examinations in the B. T./B. Ed. Courses.

Recommendation 5

The number of days given to Examiners for the work of assessment should be increased in order to give them sufficient time for this work.

(A-3a and 3b). CHANGES IN THE TIME-TABLE OF THE SCHOOL OR THE S. S. C. EXAMINATION

Many Headmasters and senior teachers who are Moderators have to remain away from their schools for three or four weeks. Consequently, the work of the school suffers. The Committee, therefore, considered whether the dates of the S. S. C. Examination could be arranged in such a way that the examination would not interfere with the normal working of the school, and has recommended as under:

Recommendation 6

In order to allow the schools to spare the required number of teachers for the S. S. C. E. work without interfering with the routine work of the school, it is recommended that the possibility of holding the S. S. C. E. at the end of March and opening Pre-Degree Classes in colleges by about the end of June might be explored.

(A—4a, 4b and 4c). PROVISION FOR RE-ASSESSMENT OF ANSWERBOOKS

In the Board's examination scheme an answer-script once assessed cannot be assessed again although the candidate, the teacher, the Headmaster and the parents feel that there is something wrong with the method of assessment. There is, however, a general feeling that some provision for the re-assessment of answer scripts by paying a higher amount of fee, if necessary, should be made. The Committee carefully considered this suggestion in the light of the existing methods and the various procedures adopted by this Board for the assessment of answer scripts with a view to securing greater objectivity and accuracy in the assessment work viz. the Model Answers, detailed scheme of marking, introduction of objective type questions, increased percentage of moderation, initial training to new Examiners, appointment of scrutinisers etc., and decided to make the following recommendation:—

Recommendation 7

In view of the methods and procedures adopted by the Board for the assessment of answer scripts at the S. S. C. Examination, no provision need be made for the re-assessment of answer scripts.

(B) Centres of Examination (Regulation 20)**(B—1 and 2). STEPS TO INCREASE THE EXAMINATION CENTRES AND PROPOSAL OF PRE-PRINTING OF QUESTION PAPERS**

Since High Schools have sprung up in smaller towns, the candidates for the S. S. C. Examination from these places have to leave their homes and go to the centre of examination where facilities for their boarding and lodging and quiet study are extremely inadequate. They appear for the Examination under very unnatural and unusual circumstances. This may be responsible to a certain extent for the failure of some of the candidates. Smaller and smaller towns are clamouring for opening centres; but the high cost of printing and the absence of printing facilities in certain places make it impossible to open a larger number of centres at the smaller places. The Board has to consider how it may be possible to open a larger number of centres, even at places where about 100 or 150 candidates may appear for the Examination.

Such increase in the number of centres is possible only if pre-printing of Question Papers is resorted to. This is done practically in all the Examination Boards in India and abroad, where the number of candidates appearing for the examination is larger than here. The Committee appreciates the benefit of opening a larger number of centres and, therefore, recommends as under:

Recommendation 8 (A)

A larger number of Examination centres may be opened so that the necessity to appear for the S. S. C. E. away from their homes may not adversely affect the performance of the candidates in the Examination.

Recommendation 8 (B)

A master plan for Examination centres may be prepared with a view to having an equitable distribution of centres proportionate to the student population of each district.

Recommendation 8 (C)

The Board may explore the possibilities of pre-printing of Question Papers for the S. S. C. Examination.

(C) Subjects of the Examination (Regulation 22)**[C-1 (a)]. PRINCIPLE OF COMPARTMENTAL EXAMINATION**

At present, a student has to offer seven subjects and pass in all of them in order to be eligible to obtain the S. S. Certificate. Under the present rules the student who is sent up for the examination is allowed to appear for all the seven subjects although he may not be adequately prepared in one or two subjects. This is done more or less on the lines of the system of promotion in the lower classes where the student may be promoted to a higher class by condoning his failure in one or two subjects. But the S. S. C. E. results are not declared on these lines and even if a student

fials in one or two subjects by a few marks, he is declared as 'failed' at the examination. This accounts for a large number of failures at the S. S. C. E. The psychological effect of this system of declaring results on the minds of candidates is very disastrous. To improve matters on all sides, it is desirable to evolve an examination scheme which provides for the following :—

(a) Facility to the candidate to take the examination in suitable compartments.

(b) Provision for sending up candidates for only those subjects or groups of subjects for which they are, on the basis of school records, adequately prepared.

(c) A scheme of the declaration of results in two categories viz. those who have passed the whole examination and those who have passed the examination in compartments.

The Committee carefully considered all these aspects and recommended as under:

Recommendation 9 (A)

A provision should be made to enable the Heads of Schools to send up candidates for the S. S. C. Examination only for those subjects for which they are well prepared, even though the number of subjects is less than seven.

(C-1 (b)) MINIMUM NUMBER OF SUBJECTS AT THE FIRST ATTEMPT IN THE COMPARTMENTAL EXAMINATION

Recommendation 9 (B)

It is recommended that the minimum number of subjects that a candidate must offer at the first attempt should not be less than three, if the total number of subjects required for the S. S. Certificate is six.

(C-2). PERCENTAGE OF PASSING FOR THE SUBJECTS IN THE COMPARTMENTAL EXAMINATION

There was a proposal that if the candidate is allowed to offer fewer subjects at a time in the system of compartmental passing, a higher percentage for passing may be prescribed. Also there was a proposal that the facility of exemption should not be given to those who would appear for the S. S. C. E. in compartments. But the Committee felt that this would defeat the very objective of giving the concession and dissuade the candidates from taking advantage of this facility. Therefore the Committee makes the following recommendation:—

Recommendation 10

It is recommended that the percentage for passing should not be raised from the present level (viz. 35), when the number of subjects offered by the candidate is three or more.

Further, the present passing level (viz. 35 per cent) be not altered, even when the number of subjects for the S. S. C. E. is fixed at six.

Recommendation 11

The existing rules governing the grant of exemption from re-appearing in a subject be made applicable to the compartmental examination also.

(C-3). AWARD OF INDIVIDUAL SUBJECT CERTIFICATES BY THE BOARD

Along with the proposal to allow the candidates to appear for the S. S. C. E. in compartments, there was also a proposal that the Board should issue certificates to candidates mentioning only the subject or subjects in which each has passed at the examination. In view of the above recommendation regarding the award of certificates to those who pass the examination in compartments, the Committee feels that the award of certificates for having passed in individual subjects is quite unnecessary and therefore makes the following recommendation:—

Recommendation 12

The proposal of awarding certificates in individual subjects be not accepted.

(C-4). MINIMUM NUMBER OF SUBJECTS TO SECURE AN OVER-ALL S. S. CERTIFICATE

A time there was when the number of subjects for the school leaving certificate was as low as five. Subsequently, the claims of different subjects as 'musts' under the plea of broad-basing the scheme, giving the candidate a wider option etc. were admitted and presently the candidate has to offer and pass in at least seven subjects in order to qualify himself for the S. S. Certificate. This has created an anomalous position which deserves careful consideration. When the over-all capacity of the candidates as a whole has remained practically the same, the total load on him has increased on account of the increase in the number of subjects, the introduction of diversified courses and even owing to the content of some subjects like science where up-to-date knowledge is felt essential.

The Committee felt that it should cry halt to this state of affairs; but the remedial measures should not be impracticably drastic. The recommendations of the Committee made after due deliberations on all the issues involved, are based on the following broad and basic desiderata:—

(a) There is need to reduce the load by reducing the number of minimum subjects for the S. S. Certificate.

(b) It is desirable to lay down proper groups or combinations of subjects in order to serve as a guide to the candidates in choosing their careers.

(c) The candidates should have a fair choice of subjects within the group of their choice, but certain subjects considered essential for all candidates or for the particular group, should be prescribed as compulsory subjects either for all or for that particular group.

In view of all this, the Committee makes the following recommendation regarding the minimum number of subjects for S. S. C. Examination:—

Recommendation 13

The minimum number of subjects required for obtaining the S. S. Certificate be six. For details of the scheme a reference may be made to Recommendation 30.

[C-5 (a) and (b)]. GENERAL INDIFFERENCE TO VOCATIONAL SUBJECTS AND PREFERENCE FOR UNIVERSITY SUBJECTS.....REASONS AND REMEDIES

Although the S. S. C. Examination Scheme is sufficiently comprehensive and contains a large number of Vocational and non-academic subjects of practical utility, the actual experience of the last 14 years shows that the number of candidates offering these subjects for the examination is very small in comparison with the large number of students who offer the academic subject suitable for college entrance. The Committee went into this problem and came to the conclusion that the following are some of the reasons for the preference of candidates for academic subjects:—

- (i) The very small number of vocational and technical schools in the State.
- (ii) Lack of provision for the teaching of vocational and practical subjects in ordinary schools.
- (iii) Paucity of skilled and trained personnel for teaching these subjects.
- (iv) Social prestige and economic value of college education.

In order to improve this situation and attract a larger number of students to vocational and technical subjects, the Committee recommends as follows:

Recommendation 14 (A)

Government should encourage the opening of a large number of vocational schools and introduce a larger number of technical and practical courses in ordinary high schools.

Recommendation 14 (B)

Government should establish Vocational training centres with provision for teaching a large variety of technical and vocational courses for students from different secondary schools in the neighbourhood of such centres.

Recommendation 14 (C)

Government should give stipends and scholarships to students taking non-University or Vocational subjects.

The Committee further considered the employability of students trained in vocational schools. The Committee found that employers naturally give preference to non-S. S. C. candidates who have undergone more intensive course of practical training than the S. S. C. candidates passing out from the schools. The S. S. C. candidates cannot be given such intensive training because they have to undergo courses in general education along with

their vocational training. In order to give greater employment value to their training some additional intensive training would seem to be necessary. The Committee, therefore, recommends as follows:

Recommendation 14 (D)

Provision should be made by Technical and Vocational schools for imparting intensive specialised training to the S. S. C. Examination passed students suited to various job requirements for about a year.

In addition, Government should provide facilities for post-S. S. C. apprenticeship training in the various Industrial Training Centres at least at the district level.

(C-6). CONDITIONS OF OFFERING VOCATIONAL SUBJECTS AT THE S. S. C. EXAMINATION

The question posed was as under:

“At present certain subjects can only be offered by pupils belonging to certain types of schools. (e. g. Commercial High Schools). Are you in favour of allowing any pupil to offer any subject provided certain conditions (e. g. regarding practical work etc.) are fulfilled?”

The committee is in favour of allowing the candidates to offer these subjects under certain conditions to be detailed in the new S. S. C. Examination scheme proposed by the Committee.

(C-7). COMPULSORY AND OPTIONAL SUBJECTS IN THE S. S. C. EXAMINATION SCHEME

Recommendation 15

There shall be, in each group, three compulsory and at least three optional subjects. For details of the scheme a reference may be made to Recommendation 30.

(D) Syllabus of the Subjects (Regulation 23)

(D-1). TWO LEVEL COURSES

The Committee considered a proposal to provide for the diverse needs of pupils of different levels of intelligence and different types of aptitudes. The idea behind the proposal was as follows:

“The pattern of the Matriculation examination, where most of the prospective college-going candidates appeared for the Examination, still dominates our thinking. We have now to consider the established fact that candidates of low and average intelligence also appear for the examination and they also need the S. S. Certificate to get employment in life. We have, therefore, to make provision in the syllabus for candidates of low and average intelligence also. At the same time we have to offer a challenging syllabus to students of higher intelligence. From this point of view, it is necessary to offer the fundamental subjects on two levels—

the ordinary level and the higher level. Students of ordinary intelligence will have the option of offering the subjects on the ordinary levels. Some other students would offer some subjects on the lower level and other subjects on the higher level and a smaller number of very bright candidates may offer all their subjects on the higher level. In this way we shall be providing for a large range of intelligence among the candidates just as we have already provided for their varying aptitudes a large variety of subjects in our S. S. C. Examination Scheme.

This scheme will have its effect on the working of the school also. It will be possible for the schools to persuade the pupils to take subjects on the higher or lower level according to their capacities. At the present moment all students are driven to take a particular combination of subjects at practically the same level. The result is that the bright pupils have no challenge and pupils with ordinary intelligence have no chance of passing."

The Committee appreciates the idea behind the proposal. It also observed that the idea is in operation even in the present scheme to some extent, because the present scheme does provide higher and lower levels in certain subjects.

The Committee, therefore, recommends as under:

Recommendation 16

The present provision of two level courses be retained and further extension of such a scheme on the lines suggested above be considered at a future date, as and when possible.

(D-2). RECORD OF WORK CARRIED OUT DURING THE YEAR FOR VARIOUS SUBJECTS

The present rules require the record of the work of the pupils done throughout the year only with regard to the vocational subjects. The Board should consider the possibility of requiring such record of work for the other subjects also, e. g. in the case of languages, a record of the essays and other exercises written by the pupils; in the case of Science, a journal of experiments carried out by the pupils, etc. The assessment of such work will be somewhat difficult; but its wholesome effect on the work of the pupils throughout the year will certainly repay the additional efforts and expenditure on the part of the S. S. C. Examination Board.

The Committee, therefore, recommends as under:

Recommendation 17 (A)

The Board should accept in principle the need to take proper cognizance of the record of written and practical work even in non-vocational subjects done by the candidates in schools during the course of the year.

Recommendation 17 (B)

It is further recommended that the Board should lay down the details of such requirements of school work for each subject.

Recommendation 17 (C)

A certificate from the Headmaster stating that the candidate has satisfactorily carried out such work should be a necessary requirement for admission to the S. S. C. Examination.

[D-3 (a), (b), (c)] PROPOSAL OF GIVING WEIGHTAGE TO THE EXTENT OF 20 PER CENT FOR INTERNAL ASSESSMENT CARRIED OUT BY SCHOOLS

The evaluation of the progress of the candidate in a subject merely by the number of marks awarded to him in his public examination in that subject is not enough for the award of the S. S. Certificate. It is necessary to take into consideration also the candidate's performance and progress in the subject throughout the school year during which he prepared that subject for the examination. This calls for the need to give credit for the year's work of the candidate in each subject and to consider it along with the marks obtained by the candidate in his final examination. It is also felt that such a system of credit for year's work would be a compelling incentive to the candidate to be regular and serious in his studies throughout the year.

One proposal for this purpose was to add the marks in a subject as follows:

Marks obtained out of 20 marks in school examinations of Standard XI plus marks obtained out of 80 marks in the public examination, shall be the total of marks obtained by the candidate in that subject out of 100 marks at the S. S. C. Examination.

This proposal was not acceptable to the Committee.

Another scheme suggested for this purpose was to show in the Board's certificate marks obtained by the candidate in his school examinations during the year side by side with the marks obtained by him at the final examination. On a careful consideration, even this scheme was found to be unacceptable at the present stage. Still, the Committee was keen on evolving some scheme wherein the candidate's honest and sincere work during the school year should help him in his public examination. From this point of view the Committee recommended as under:

Recommendation 18 (A)

In case a candidate fails in only one head of passing, his marks in the school examinations of standard XI be taken into consideration in order to decide if and to what extent the deficiency of marks in that head of passing be condoned.

Recommendation 18 (B)

The evolution of a practical scheme of operation for this purpose be referred to the special Committee appointed to review all condonation

rules, which may examine the proposal properly in the context of other condonation rules.

[D-4 (a), (b) and (c)] DETAILS OF SYLLABUS AND TEACHERS' HAND-BOOKS

The syllabuses laid down by the Board are in certain respects very brief and do not provide sufficient guidance to the schools, teachers and candidates. The S. S. C. Examination Board should, therefore, bring out a hand-book which should provide detailed guidance not merely with regard to the syllabuses but also with regard to the text books, the best books available, the teaching aids that can be used and other source material that is likely to be of use to teachers. This is especially necessary in the interest of large number of mofussil schools where expert guidance is difficult to procure.

The Committee considered the above proposals and recommended as under :

Recommendation 19

With a view to providing guidance to the teachers and the pupils, the syllabus for each subject should give sufficient details.

Recommendation 20 (A)

It is further recommended that in order to give more guidance to the teachers and the pupils, the Education Department be requested to prepare Teachers' Hand-Books under the guidance of experts and with the assistance of District Head Masters' Associations.

Further, these Hand-Books should contain the following items:—

- (i) *Objectives and expected skills in respect of each subject.*
- (ii) *List of Text-books, reference books, maps and charts.*
- (iii) *List of teaching aids, apparatus for prescribed experiments, specimens, models, slides, films, audio-visual aids etc.*
- (iv) *List of suggested projects.*
- (v) *List of useful devices for effective teaching.*

Recommendation 20 (B)

The Board should prepare Teachers' Hand-Books for the guidance of teachers of Standard XI in some important S. S. C. Examination subjects like English, Hindi, Marathi, History, Geography, Science etc. with the assistance of the Committees of Courses.

Recommendation 20 (C)

The Conveners of all the Committees of Courses be invited to frame a common pattern for such Hand-Books which will be applicable to all subjects.

[D-5 (a), (b), (c), (d)]. PATTERN OF QUESTION PAPERS

There is a need to curtail progressively the proportion of essay type questions in the question papers. Assessment of essay type question papers is

necessarily subjective. Besides the greater the number of candidates and the number of required examiners (some of the examiners being new and inexperienced too) the greater is the possibility of variation in the assessment of answers to essay type questions. One of the remedies here is the introduction of objective type of questions in a progressively increasing proportion. However, in the case of languages the limitations of objective type question to serve as a test of the language ability of the candidates have also to be borne in mind. The recommendations of the Committee are, therefore, as follows:

Recommendation 21 (A)

The percentage of objective type questions be progressively increased with a view to making the assessment of answers less subjective and improving the scoring procedures.

Recommendation 21 (B)

The proportion of objective and essay type questions in each question paper should be determined according to the nature of the subject. In language subjects the proportion of essay type questions should be larger, whereas in non-language subjects the proportion of objective type questions should be greater.

(D-6). NEW SUBJECTS AT THE S. S. C. EXAMINATION

There was a proposal of including in the list of subjects at the S. S. C. Examination new subjects like Psychology, Economics, Anthropology, Sociology etc., keeping in mind the changes in society in recent years. The Committee considered the proposal and recommended as under:

Recommendation 22 (A)

The proposal of adding to the list of S. S. C. Examination subjects new subjects like Psychology, Economics etc. be not accepted, as the candidates in schools are not mature enough for the study and understanding of such subjects.

Recommendation 22 (B)

But practical subjects like Fishery, Handmade Paper, Apiculture, Sericulture etc. which are likely to be of practical use to students, may be added to the present list of subjects in due course.

(E) Eligibility of Schools (Regulation 26)

It was felt that there should be some incentive for a good school to get some recognition from the Board for its continuous good work and examination results (75 per cent or more) for over 5 years. It was, therefore, suggested that a school whose work is certified to be good by the Inspecting Officers and the percentage of passing in which is more than 75 per cent continuously for 5 years or more, should be allowed, under certain conditions, to hold its own examination and submit the results to the S. S. C. Examination

Board which should give the final certificate on that basis. The Committee considered the proposal and came to the conclusion that time was not yet ripe for such a reform. The Committee, therefore, made the following recommendation :—

Recommendation 23

The proposal of allowing certain schools of good academic standing to hold their own examinations which the S. S. C. Examination Board would recognise in place of its own examination, be not accepted for the present.

(F) Eligibility of candidates (Regulation 27)

[F-1 (a), (b)] ATTENDANCE FOR THE XITH STANDARD

The present rule requires only 100 days' attendance. The normal rule should be that barring sickness and unavoidable circumstances, the students should normally attend for all the working days of the school. The result of the present rule is that the S. S. C. candidates, especially those who are likely to fail, become irregular in attendance as soon as their 100 days' attendance is fulfilled. A higher attendance should be made compulsory for the candidates and the Headmaster should be allowed to recommend condonation only in very exceptional circumstances. This attendance is especially necessary during the months of January and February.

The Committee considered the above proposal and recommended as under :

Recommendation 24

The total number of minimum days of attendance in the S. S. C. class both before and after the submission of application forms be increased with a view to enforcing regular attendance and continuous work throughout the year.

[F-2 (a), (b)]. CONDITIONS OF ELIGIBILITY FOR Ex-STUDENTS AND PRIVATE CANDIDATES

The following proposals with regard to ex and private candidates were considered by the Committee :—

(a) At present ex-students who have once appeared for the Examination have to be recommended by the Headmasters irrespective of their preparation for the examination. It is desirable that ex-students should be required to pass a preliminary test given by the school before their application forms are sent up. This will reduce the percentage of failures among the ex-students.

(b) As far as private candidates are concerned, there is no check upon their preparation. The desirability of requiring them to appear at least for two periodical examinations of the school or at least the preliminary examination should be considered.

(c) Similarly, the results of the regular candidates, ex-students and private candidates should be declared separately, so that the work of the

school as far as regular candidates are concerned can be properly assessed.

The Committee considered the above proposals and felt that compelling ex-students and private candidates to appear for any test would add to their hardships. The Committee, however, favoured the idea of publishing the results of different categories of students separately and, therefore, decided to recommend as under:

Recommendation 25 (A)

The proposal of requiring ex-students and private candidates to pass periodical tests or a preliminary test given by the school before their application forms are sent up to the Board, be not accepted, for the present.

Recommendation 25 (B)

The S. S. C. Examination results of regular students and ex-students and private candidates be published separately at each examination.

Recommendation 25 (C)

Further, the S. S. C. Examination results of repeaters and freshers be published separately every year.

(G) Condonation and Exemptions (Regulations 37 and 39)

When the Committee was considering issues like the facility of compartmental passing, credit for school work, cognizance of school performance in order to condone deficiency in one head of passing, it was felt necessary to review the condonation rules also vis-a-vis the reforms suggested by the Committee in respect of the above issues. The consensus of opinion was that the rules regarding the percentage for passing and earning exemption may continue to be in force for all candidates alike. But there should be some difference regarding the condonation rules applicable to those who appear for the whole examination and others who appear for the same in compartments. The Committee considered this very carefully and has made the following recommendations:—

Recommendation 26 (A)

The present rules regarding the condonation of deficiency in one or two subjects for the sake of passing therein in the case of candidates appearing for the whole examination are fairly satisfactory and should therefore be continued.

Recommendation 26 (B)

In the case of candidates taking the examination in compartments, the present rule regarding automatic condonation in one or two subjects and the facility of condonation on the basis of school work in one subject only should be made applicable. The benefit of percentage condonation need not be given to the candidates taking the examination compartmentally.

(H) Publication of the Results (Regulation 41)

The Committee considered the following comments on the present system of publication of the S. S. C. Examination results.

As the S. S. C. Examination results are published at present simultaneously and in one lot, they have become an item of sensational news and as such create a lot of unnecessary excitement among the candidates and their parents. While the candidate who is declared 'successful' feels naturally elated even though he might have just scraped through, the majority (viz. about 54 per cent) who are declared to have 'failed', feel extremely dejected and feel as if they are condemned as entire misfits, even though there may be many among them who might have failed by a very narrow margin or whose failure might have been due to circumstances beyond their control. The public too forms a lop-sided view of the apparent failures of the large majority in the public examination which is expected to open the door for entrance into life or admission to courses of higher education. The psychological effect of this phenomenon on the public mind in general and on the minds of the candidates in particular is decidedly harmful and definitely not calculated to give the public a proper perspective of the Board's examination system.

The following remedial measures were suggested in this connection:—

(a) Instead of announcing the results on one particular day they should be sent to the individual schools for publication as and when they are ready.

(b) The candidates should not be classified as either 'passed' or 'failed' in the Examination results, but the Examination results should mention only the subject or subjects in which the candidate has passed.

The Committee considered the above comments and suggestions in all their aspects and recommended as under:—

Recommendation 27.

The proposal of sending the results to the individual schools as and when they are ready, be not accepted, as the S. S. C. Examination results are not prepared school-wise.

Recommendation 28 ('NO PASS NO FAIL SYSTEM')

The proposal of announcing the examination results of a candidate subject-wise instead of merely declaring the candidate as 'Pass' or 'Fail', be not accepted.

(I) Miscellaneous Problems

[I-1 (a) & (b)]. PURPOSES IN ESTABLISHING THE BOARD

The Committee considered very carefully the main purpose in establishing the S. S. C. Examination Board and its threefold objective as set out in the preamble of the S. S. C. Examination Board's Act. The Committee then examined the achievements of the Board in the light of the preamble,

with a view to finding out how far the S. S. C. Examination had served to fulfil the three objectives, which reads:

“Whereas it is expedient to establish a Board for the purpose of holding and conducting an examination at the end of the high school education stage and for prescribing courses of studies for such examination with a view to equipping pupils for employment, for education in the University and for other cultural purposes etc.”

Regarding the first purpose viz., to prepare the pupil for employment, the Committee observed that by and large there is no indication that the Board has advanced materially in achieving this objective as set out in the preamble. The Board has no statistical data regarding the post S. S. C. Examination careers of its candidates and it would be difficult to hazard an official opinion. But several members including Shri Chothia, Vocational Guidance Officer, felt that the vocational courses as provided by the Board at present had not achieved much in securing direct employment. They also observed that vocational subjects had not yet attracted an appreciable number of students and that even the small number who offered these subjects at the S. S. C. Examination could not procure direct employment as compared to the boys taking technical courses conducted by the Department of Technical Education. The Committee observed that for securing general clerical employment also, our courses have not proved very useful or effective.

After a good deal of discussion, it was decided to record as follows:

The Courses in technical subjects provided at the S. S. C. Examination are of a preparatory nature leading to some higher courses and the main object of introducing these subjects at the S. S. C. Examination is to give a vocational bias to the pupil along with some grounding in these subjects. The number of students offering these subjects seems to have increased in proportion to the limited facilities that are available for teaching these subjects.

In this connection, the Committee recommended as under:

Recommendation 29

A Committee of the following members be appointed to meet the Heads of Technical High Schools with a view to examining whether the existing technical courses at the S. S. C. Examination are useful in leading the pupil to employment and, if not, to suggest ways and means to improve them.

(i) Dr. G. S. Khair, (Convener).

(ii) Shri R. S. Kenkre.

(iii) Shri F. S. Chothia.

(iv) Shri D. J. Sardeshpande.

It was suggested that a suitable questionnaire might be framed by this committee before inviting the Heads of Technical High Schools to meet the Committee.

Regarding the second purpose viz. to prepare a student for University education, the Committee observed that the Board has fulfilled this aim

quantitatively i. e. only in respect of the number of candidates entering Colleges for University education, but has not made much progress in achieving this objective qualitatively.

The Committee gave very careful thought to the state of affairs and decided to propose the following scheme of the S. S. C. Examination:—

Recommendation 30

Scheme of the S. S. C. Examination

With a view to equipping pupils for the various demands of Secondary Education viz., (i) adequate knowledge of general or academic subjects, (ii) specialisation in the subjects of choice and (iii) better standard in the subjects of specialisation, the following pattern is recommended:—

(a) *The duration of the S. S. C. Course be spread over the last two years of the High School Course.*

(b) *The minimum number of subjects for the S. S. Certificate should be six—a core of three compulsory subjects and the other three optional subjects.*

(c) *The compulsory subjects should be as follows:*

(i) *Languages (combined language paper of Mother-Tongue and Hindi).*

(ii) *Social Studies.*

(iii) *General Science or Elementary Mathematics.*

(d) *It is recommended that the standard in optional subjects (which would be the candidate's subjects of specialisation) should be sufficiently high.*

(e) *A candidate offering subjects at higher level viz. (i) History and Geography, (ii) Physics-Chemistry and Physiology-Hygiene (iii) Algebra and Geometry, may be allowed to substitute these subjects for the corresponding core subjects in the compulsory group.*

(f) *Taking into consideration the essential subjects for a particular course, the S. S. C. subjects be arranged in the following suitable groups and it be recommended to the candidates to select their three optional subjects from the appropriate groups.*

Groups for Optional Subjects:

(i) *Language or Literature.*

(ii) *Humanities or Social Sciences.*

(iii) *Physical Sciences.*

(iv) *Commercial subjects.*

(v) *Agricultural subjects.*

(vi) *Technical subjects.*

(vii) *Other Vocational and Industrial subjects.*

(viii) *Fine Arts.*

(ix) *Home Science.*

(x) *Other subjects (General Group or Miscellaneous Group).*

In this connection, it was suggested that a Sub-Committee of the following members be appointed to work out details of the above scheme within the general framework of groups as indicated above and to suggest which subjects should be included in the various groups.

1. *Dr. G. S. Khair.*
2. *Prin. M. N. Bhat.*
3. *Shri D. J. Sardeshpande.*

It was further suggested that the scheme when finalised be placed before a joint meeting of the representatives of the Department of Education, Universities and the Board. The scheme may then be published for eliciting public opinion and the exact year of its implementation be notified to all concerned sufficiently in advance.*

Regarding the third objective viz. to equip the candidate for cultural purposes, the Committee observed that this would automatically follow when the first two objectives are achieved.

[I-2] DURATION OF THE S. S. C. COURSE

The S. S. C. Class at present does not get full academic year for the preparation of the students. It barely gets six months from the 15th of June to 15th of December, with a break of three weeks of Diwali vacation. The application forms have to be sent by the 1st of January and after that the students are no longer under the control of the schools. Most of the schools hold their preliminary examinations by the middle of December and the teachers try to finish their syllabus before this day. Sufficient justice cannot, therefore, be done to the syllabus. It is, therefore, suggested that the prescribed syllabus should cover the last two years of the High Schools i.e. Xth and XIth and these two years should be given to the preparation for the examination. It will then be possible to study the language text books properly and to finish the portions in the other subjects.

Until the above suggestion is brought into effect, students should be allowed to select their subjects of the S. S. C. Examination in the Xth standard. They will then get two years for the study of these special subjects.

The Committee considered the above suggestions and recommended as under :

* *Note.*—The Sub-Committee suggested a scheme of six subjects for each of the broad groups recommended by the Review Committee. At a later stage the Standing Committee and the Board decided to have a seven-subject pattern, the details of which are given in Appendix 'E' to this report. However, the distribution of subjects more or less remained the same.

Recommendation 31 (A)

The proposal of spreading the S. S. C. Course over the last two years of the High School course with a view to giving schools sufficient time for preparing the candidates adequately for the S. S. C. Examination, be accepted.

Recommendation 31 (B)

Further, the Board should request the Education Department to explore the possibility of implementing the above suggestion.

Recommendation 31 (C)

In order to give more time to schools to prepare the candidates adequately for the S. S. C. Examination, it is recommended that the possibility of re-shuffling the present school terms be explored.

[I-3] MINIMUM AGE

The desirability of laying down a certain minimum age for candidates appearing at the S. S. C. Examination was considered by the Committee and it was recommended as under:

Recommendation 32

The minimum age required for appearing at the S. S. C. Examination should be fixed at 15+

[I-4] INTERVENING PERIOD BETWEEN THE DECLARATION OF RESULTS AND SECURING ADMISSION TO COLLEGES

The Committee considered the various proposals regarding the intervening period between the declaration of results and securing admission to colleges in order to give enough time to the candidates for planning their future careers and decided to offer no remarks in the matter, as the Committee felt that in view of the various recommendations made by the Committee hitherto, no specific mention of the intervening period seems to be necessary.

[I-5] OTHER RECOMMENDATIONS

The Committee also considered various other suggestions and proposals made by the respondents under this head and after careful consideration of all these proposals recommended as under:

Recommendation 33

The proposal of sending the details of seating arrangements and the list of seat numbers of candidates to each individual school instead of the present practice of displaying the consolidated list at a few places at each centre, be accepted.

Recommendation 34

A list of secondary schools registering less than 20 per cent successful candidates at the S. S. C. Examination be prepared every year with a view

to examining their influence on the general percentage of failures and suggesting measures for improving the results of these schools.

Recommendation 35

The proposal of introducing an integrated syllabus in Social Studies at the S. S. C. Examination be accepted in principle and further an expert Committee consisting of representatives of the Board and the Department be appointed to frame such a syllabus for Standards VIII to XI.

Recommendation 36

The suggestion of having 'General Knowledge' as an optional subject at the S. S. C. Examination be accepted in principle and the question of implementing the same should be taken up after the full details of the syllabus in this subject are worked out by a Sub-Committee that may be appointed by the Board for this purpose.

Recommendation 37

The suggestion that 'Pupils who fail only in one or two subjects be allowed to reappear at the October Examination and that all other candidates should be made to appear for the March Examination', be not accepted.

Recommendation 38

The suggestion of issuing separate Certificates, one for University entrance and another for having completed the Secondary Education Course, be not accepted.

Recommendation 39

The remarks of the Examiners on the performance of candidates should be more detailed and constructive.

Recommendation 40 (A)

The suggestion of circulating best answers of candidates in each subject to schools be not accepted.

Recommendation 40 (B)

The suggestion that 'the scheme of assessment and model answers prepared for the use of examiners in each subject be sent to schools for the guidance of teachers and candidates', be not accepted.

Recommendation 41

The Board should bring out a pamphlet, in co-operation with the Vocational Guidance Bureau, indicating the various higher courses of studies and different avenues of employment and recommending different combinations of subjects included in the S. S. C. Examination scheme, suited to meet the requirements of these different streams.

Recommendation 42

The proposal of giving credit to 'Physical Health' at the S. S. C. Examination be accepted in principle and the question of its implementation

should be taken up after the necessary details are worked out by a Sub-Committee appointed by the Board for that purpose.

The Committee also considered some other proposals made by several persons as also by the Board's office for the improvement of the S. S. C. Examination procedures and the recommendations arising out of their deliberations are incorporated in the following paragraphs:—

INTRODUCTION OF COMPOSITE COURSES IN LANGUAGES

It has been said that the secondary syllabus is overburdened with too many languages and that instruction in three or four languages on a compulsory basis is not only an unnecessary burden, but also interferes with instruction in other important subjects. It is also said that the present S. S. C. Course has virtually been reduced to a language course. The Committee considered the above statements in the light of the actual statistics regarding the number of languages offered by the candidates at the S. S. C. Examination of March 1961 made available to it by the Research Section and felt that the possibility of reducing this burden by introducing composite courses in languages might be explored. The recommendation of the Committee in this behalf is as under:

Recommendation 43

The suggestion of introducing a composite course in languages (viz. a regional language and Hindi) be accepted with a view to reducing the existing language load at the final examination coming at the end of the Secondary Education stage.

PROF. K. R. GUNJIKAR'S NOTE ON EXAMINATION REFORM

Prof. Gunjekar in his note stressed the necessity of examining carefully how far the prescribed syllabi and the question papers in different subjects were suitable and had realised the expectations that were in the minds of the framers of the syllabi. He suggested that besides undertaking statistical analyses of examination results a scrutiny of sample answer books would be necessary. He also suggested an examination of the assessment procedure adopted by the Board.

The Committee considered the various points mentioned in the note along with the views of the Committees of Courses thereon and recommended as under:

Recommendation 44

The views of the Courses Committees regarding the question of examining the syllabus in the different subjects in the light of Prof. K. R. Gunjekar's note on examination reform be referred to the respective Courses Committees while redrafting the S. S. C. Examination syllabus according to the new pattern recommended by the Review Committee.

SHRI B. K. GOKHALE'S NOTE ON BASIC EDUCATION

While it is agreed on all hands that education should aim at the development of the pupil's whole personality, the present S. S. Certificate indi-

cates the attainments of the candidate only in academic subjects and certain manipulative skills. The development of the candidates in other equally important aspects of their personality such as character, health, leadership qualities, sportsmanship etc. are not at all mentioned in the final S. S. Certificate. This mention in the certificate should be considered as important as the marks in examination subjects, not only from the employer's point of view but also for the Heads of institutes of higher education where these candidates may seek admission.

The Committee considered all these points as arising out of Shri Gokhale's note on 'Basic Education' and recommended as under :

Recommendation 45

The suggestion viz. 'that the assessment of character, health and sportsmanship be undertaken by schools and colleges and the results taken into account by the S. S. C. Examination Boards and the Universities', be accepted in principle and a sub-committee be appointed to explore the possibilities of giving credit to 'personality evaluation' at the S. S. C. Examination.

SUGGESTION FROM THE OFFICER-IN-CHARGE, INSTITUTE OF VOCATIONAL GUIDANCE, BOMBAY THAT A VOCATIONAL SUBJECT BE MADE COMPULSORY AT THE S. S. C. EXAMINATION FOR ALL CANDIDATES.

There was a suggestion to make a vocational subject compulsory for all candidates at the S. S. C. Examination. For practical reasons, the Committee could not accept this suggestion. However, with a view to encouraging vocational education, the Committee recommended as under :

Recommendation 46 (A)

The suggestion that a vocational subject be made compulsory at the S. S. C. Examination for all candidates, be not accepted.

Recommendation 46 (B)

In order to encourage candidates to take Vocational subjects at the S. S. C. Examination and to acquire a vocational bias, candidates passing recognised Public Examinations conducted by Government or an official agency like the Department of Education or the Department of Technical Education be exempted from appearing for that particular subject at the S. S. C. Examination. Further, this concession be given in respect of those subjects only for which equivalence in Courses and Standards is fully established as between the S. S. C. Examination and the other Public Examinations concerned. Further, a close co-ordination between the S. S. C. Examination Courses and the Department of Technical Education's Courses, be brought about as early as possible.

DR. V. V. KAMAT'S SUGGESTION REGARDING THE AWARD OF A 'B' CLASS S. S. CERTIFICATE

It was suggested that a 'B' class S. S. Certificate be awarded by the Board to candidates who pass only in the following three subjects:—

(i) Regional language or Hindi or English.

(ii) Elementary Mathematics or Arithmetic.

(iii) One of the subjects leading to some occupation.

This suggestion was duly considered by the Committee. The Committee, however, felt that in view of the provision of compartmental passing already recommended by the Committee, the provision of awarding such a certificate would seem to be unnecessary. The Committee, therefore, recommended as under:

Recommendation 47.

The suggestion of awarding a 'B' class S. S. Certificate to candidates who pass only in three subjects i. e. a language subject, a mathematics subject and a technical or vocational subject, be not accepted.

REPORT PREPARED BY THE COMMITTEE APPOINTED BY THE COUNCIL OF FEDERATION OF HEAD MASTERS' ASSOCIATIONS REGARDING S. S. C. EXAMINATION RESULTS.

The report of the Sub-Committee of the Council of Federation of Head Masters' Associations prepared on the basis of the consolidation of the replies received to the questionnaire issued by the Federation in this behalf, was considered by the Committee with reference to the specific suggestions made by the Federation to the S. S. C. Examination Board. It was, however, found that most of the suggestions made in this report were already before the Committee and that some of the suggestions were not administratively feasible.

REPORT ON 'IMPROVEMENT OF EDUCATIONAL STANDARDS IN SECONDARY SCHOOLS' PREPARED BY THE BOARD OF SECONDARY EDUCATION

The above report of the Board of Secondary Education was considered by the Committee with reference to some specific suggestions on the following topics with which the Board was directly concerned:—

- (i) Syllabus and its improvement.
- (ii) Preparation of Teachers' Hand-book for each subject.
- (iii) The time element in preparing for the examination.
- (iv) The place of Internal Assessment.
- (v) Two Level Courses.
- (vi) System of group passing.

The Committee observed that most of the suggestions on the above points embodied in this report had already been considered by it in some context or another and suitable recommendations have already been made by the Committee.

CHAPTER VI

THE RECOMMENDATIONS OF THE REVIEW COMMITTEE AS APPROVED BY THE BOARD

Steps to ensure reliable and uniform standard of assessment by all the Examiners and Moderators

*Recommendation 1**

S*OME provision for giving initial training to new Examiners in the method of assessment should be made before the work of assessment is actually undertaken by them.*

(*Note.—A beginning has already been made by the Board in this behalf).

*Recommendation 2**

The percentage of moderation should be raised to about 8 per cent.

(*Note.—This has already been implemented by the Board).

*Recommendation 3**

Senior Examiners may be allowed to continue for a longer period.

(*Note.—This has already been implemented by the Board).

Recommendation 4

The Board should request the State universities to include the subject of Theory and Practice of Examinations in the B. T./B. Ed. Courses.

*Recommendation 5**

The number of days given to Examiners for the work of assessment should be increased in order to give them sufficient time for this work.

(*Note.—This has already been implemented by the Board).

Changes in the time-table of the school or the S. S. C. Examination

Recommendation 6

In order to allow the schools to spare the required number of teachers for the S. S. C. Examination work without interfering with the routine work of the school, it is recommended that the possibility of holding the S. S. C. Examination at the end of the March and opening Pre-Degree Classes in colleges about the end of June might be explored.

Further, this be discussed with the University representatives.

Provision for re-assessment of answer books

Recommendation 7

In view of the methods and procedures adopted by the Board for the assessment of answer scripts at the S. S. C. Examination, no provision need be made for the re-assessment of answer scripts.

Steps to increase the examination centres and proposal of pre-printing of Question Papers

Recommendation 8 (A)*

A larger number of Examination centres may be opened so that the necessity to appear for the S. S. C. Examination away from their homes may not adversely affect the performance of the candidates in the examination.

(*Note.—The Board is already pursuing, the policy of steadily increasing the No. of examination centres).

Recommendation 8 (B)†

A master plan for Examination centres may be prepared with a view to having an equitable distribution of centres proportionate to the student population of each district.

(†Note.—This is being prepared by the Board's office at present).

Recommendation 8 (C)‡

The Board may explore the possibilities of pre-printing the Question Papers for the S. S. C. Examination.

(‡Note.—A cautious beginning has already been made by the Board in some minor subjects).

Principle of Compartmental Examination

Recommendation 9 (A)

A provision should be made to enable the Heads of Schools to send up candidates for the S. S. C. Examination by compartments.

Recommendation 9 (B)

It is further recommended that the minimum number of heads of passing in a compartment should be three, if the total number of heads of passing required for the Certificate is seven.

There shall be two compartments. Part-I of four subjects will be one compartment and Part-II of three subjects will be the other.

Recommendation 10

It is further recommended that the percentage for passing should not be raised from the present level (viz. 35) when the heads of passing offered by the candidate are three or more.

Recommendation 11

The existing rules governing the grant of exemption from re-appearing in a subject be made applicable to the compartmental examination also.

Award of individual subject certificates by the Board

Recommendation 12

The proposal of awarding certificates in individual subjects, be not accepted.

Minimum No. of subjects to secure an overall S. S. Certificate

Recommendation 13

The minimum number of heads of passing required for obtaining the S. S. Certificate be seven. The detailed scheme of different groups is given in Appendix 'E'.

General indifference to Vocational subjects and preference for University subjects.....Reasons and remedies

Recommendation 14 (A)

Adequate provision should be made for testing the aptitude of all secondary school children and opportunity should be provided for them to find out their interests (e. g. by providing hobby workshops).

Recommendation 14 (B)

Government should encourage the opening of a large number of vocational schools and introduce a larger number of technical and practical courses in ordinary high schools.

Recommendation 14 (C)

Government should establish Vocational Training Centres with provision for teaching a large variety of technical and vocational courses for students from different secondary schools in the neighbourhood of such Centres.

Recommendation 14 (D)

Government should give stipends and scholarships to students taking non-University or Vocational subjects.

Recommendation 14 (E)

Provision should be made by Technical and Vocational schools for imparting intensive specialised training to the S. S. C. Examination passed students suited to various job requirements for about a year.

In addition, Government and employers should provide facilities for post-S. S. C. apprenticeship training in the various Industrial Training Centres at least at the district level.

Recommendation 14 (F)

Provision should also be made in the S. S. C. Syllabus for intensive vocational and technical training so as to make the candidates better equipped for employment.

Compulsory and Optional subjects in the S. S. C. Examination Scheme

Recommendation 15

There shall be two compartments. Part-I of four subjects will be one compartment and Part-II of three subjects will be the other.

Two Level Courses

Recommendation 16

The principle of two level courses finds an adequate expression in the scheme given in Appendix 'E'.

Record of work carried out during the year in various subjects

Recommendation 17 (A)

The Board should accept in principle the need to take proper cognizance of the record of written and practical work even in non-vocational subjects done by the candidates in schools during the course of the year.

Recommendation 17 (B)

It is further recommended that the Board should lay down the details of such requirements of school work for each subject.

Recommendation 17 (C)

A certificate from the Headmaster stating that the candidate has satisfactorily carried out such work should be a necessary requirement for admission to the S. S. C. Examination.

Proposal of giving weightage to the extent of 20 per cent for internal assessment carried out by schools

Recommendation 18 (A)

In case a candidate fails in only one head of passing, his marks in the school examinations of Standard XI be taken into consideration in order to decide if and to what extent the deficiency of marks in that head of passing be condoned.

Recommendation 18 (B)

The evolution of a practical scheme of operation for this purpose be referred to the Standing Committee.

Details of syllabus and Teachers' Hand-Books

Recommendation 19

With a view to providing guidance to the teachers and the pupils, the syllabus for each subject should give sufficient details.

Recommendation 20 (A)

It is further recommended that in order to give more guidance to the teachers and the pupils, the Education Department be requested to prepare Teachers' Hand-Books under the guidance of experts and with the assistance of District Head Masters' Associations.

Further, these Hand-Books should contain the following items:—

- (i) Objectives and expected skills in respect of each subject.*
- (ii) List of Text-books, reference books, maps and charts.*
- (iii) List of teaching aids, apparatus for experiments, prescribed specimens, models, slides, films, audio—visual aids etc.*
- (iv) List of suggested projects.*
- (v) List of useful devices for effective teaching.*

Recommendation 20 (B)

The Board should prepare Teachers' Hand-Books for the guidance of teachers of Standard XI in some important S. S. C. Examination subjects like English, Hindi, Marathi, History, Geography, Science etc. with the assistance of the Committees of Courses.

Recommendation 20 (C)

The Conveners of all the Committees of Courses be invited to frame a common pattern for such Hand-Books which will be applicable to all subjects.

Pattern of Question Papers**Recommendation 21 (A)***

The percentage of objective type questions be progressively increased upto 30 per cent in languages and upto 50 per cent in other subjects, with a view to making the assessment of answers less subjective and improving the scoring procedures.

*(*Note.—This is being implemented by the Board steadily.)*

Recommendation 21 (B)

The proportion of objective and essay type questions in each question paper should be determined according to the nature of the subject. In language subjects the proportion of essay type questions should be larger, whereas in non-language subjects the proportion of objective type questions should be greater.

New subjects at the S. S. C. Examination**Recommendation 22 (A)**

The proposal of adding to the list of S. S. C. Examination subjects new subjects like Psychology, Economics etc. be not accepted, as the candidates in schools are not mature enough for the study and understanding of such subjects.

Recommendation 22 (B)*

But practical subjects like Fishery, Handmade Paper, Apiculture, Sericulture etc. which are likely to be of practical use to students may be added to the present list of subjects in due course.

(*Note.—The first two subjects have already been introduced in the S. S. C. Examination Scheme).

Eligibility of Schools**Recommendation 23**

The proposal of allowing certain schools of good academic standing to hold their own examinations which the S. S. C. Examination Board would recognise in place of its own examination, be not accepted for the present.

Attendance for the XIth Standard**Recommendation 24***

The total number of minimum days of attendance in the S. S. C. class both before and after the submission of application forms be increased with a view to enforcing regular attendance and continuous work throughout the year.

(*Note.—This has already been implemented by the Board).

Conditions of eligibility for Ex Students and Private candidates**Recommendation 25 (A)**

The proposal of requiring ex-students and private candidates to pass periodical tests or a preliminary test given by the school before their application forms are sent up to the Board, be not accepted, for the present.

Recommendation 25 (B)*

The S. S. C. Examination results of regular students and ex-students and private candidates be published separately at each examination.

(*Note.—This is being done by the Board at present).

Recommendation 25 (C)*

Further, the S. S. C. Examination results of repeaters and freshers be published separately every year.

(*Note.—This is being implemented by the Board).

Condonation and Exemptions**Recommendation 26 (A)**

The present rules regarding the condonation of deficiency in one or two subjects for the sake of passing therein in the case of candidates appear.

ing for the whole examination, are fairly satisfactory and should therefore be continued.

Recommendation 26 (B)

In the case of candidates taking the examination in compartments, the present rule regarding automatic condonation in one or two subjects and the facility of condonation on the basis of school work in one subject only should be made applicable. The benefit of percentage condonation need not be given to the candidates taking the examination compartmentally.

Publication of the Results

Recommendation 27.

The proposal of sending the results to the individual schools as and when they are ready, be not accepted, as the S. S. C. Examination results are not prepared school-wise.

Recommendation 28 ('NO PASS NO FAIL SYSTEM')

The proposal of announcing the examination result of a candidate subject-wise instead of merely declaring the candidate as 'Pass' or 'Fail', be not accepted.

Purposes in establishing the Board

Recommendation 29*

A Committee of the following members be appointed to meet the Heads of Technical High Schools with a view to examining whether the existing technical courses at the S. S. C. examination are useful in leading the pupil to employment and, if not, to suggest ways and means to improve them:—

- (i) *Shri F. S. Chothia (Convener)*
- (ii) *Shri R. S. Kenkre.*
- (iii) *Dr. G. S. Khair.*
- (iv) *Shri D. J. Sardeshpande.*

It was suggested that a suitable questionnaire might be framed by this committee before inviting the Heads of Technical High Schools to meet the Committee.

(*Note.—Some preliminary work in this behalf has already been done).

Scheme of the S. S. C. Examination

Recommendation 30

With a view to equipping pupils for the various demands of Secondary Education, viz. (i) adequate knowledge of general or academic subjects, (ii) specialisation in the subjects of choice, (iii) better standard in the subjects of specialization, (iv) development of power of expression by imparting intensive and proper training in basic core subjects, (v) and to facilitate

choice of subject combinations according to aptitude and the different courses that are available in higher education, it is recommended that:—

(a) the duration of the S. S. C. Course be spread over the last two years of the High School Course by combining Xth and XIth standards. In this connection, the Committee stressed that combining Xth and XIth Standards did not mean mathematical combination of the two standards; it visualises well integrated courses of study to achieve the ends mentioned above.

(b) the minimum number of subjects for the S. S. Certificate be seven.

(c) the detailed scheme of grouping of subjects is given in Appendix 'E'.

Duration of the S. S. C. Course

Recommendation 31 (A)

The proposal of spreading the S. S. C. Course over the last two years of the High School course with a view to giving schools sufficient time for preparing the candidates adequately for the S. S. C. Examination, be accepted.

Recommendation 31 (B)

Further, the Board should request the Education Department to explore the possibility of implementing the above suggestion.

Recommendation 31 (C)

In order to give more time to schools to prepare the candidates adequately for the S. S. C. Examination, it is recommended that the possibility of re-shuffling the present school terms be explored.

Minimum Age

Recommendation 32

The minimum age required for appearing at the S. S. C. Examination should be fixed at 15+

Other Recommendations

Recommendation 33

The proposal of sending the details of seating arrangements and the list of seat numbers of candidates to each individual schools instead of the present practice of displaying the consolidated list at a few places at each centre, be accepted, provided it is administratively feasible.

Recommendation 34*

A list of secondary schools registering less than 20 per cent successful candidates at the S. S. C. Examination be prepared every year with a view

to examining their influence on the general percentage of failure and suggesting measures for improving the results of these schools.

(*Note.—This is being done by the Board's office at present).

Recommendation 35*

The proposal of introducing an integrated syllabus in Social Studies at the S. S. C. Examination be accepted in principle and further an expert Committee consisting of representatives of the Board and the Department be appointed to frame such a syllabus for Standards VIII to XI.

(*Note.—The matter is under active consideration of the Board).

Recommendation 36

The suggestion of having 'General Knowledge' as an optional subject at the S. S. C. Examination be accepted in principle and the question of implementing the same should be taken up after the full details of the syllabus in this subject are worked out by a Sub-Committee that may be appointed by the Board for this purpose.

Recommendation 37

The suggestion that 'Pupils who fail only in one or two subjects be allowed to reappear at the October Examination and that all other candidates should be made to appear for the March Examination', be not accepted.

Recommendation 38

The suggestion of issuing separate Certificates, one for University entrance and another for having completed the Secondary Education Course, be not accepted.

Recommendation 39*

The remarks of the Examiners on the performance of candidates should be more detailed and constructive.

(*Note.—This is under active consideration of the Board).

Recommendation 40 (A)

The suggestion of circulating the best answers of candidates in each subject to schools be not accepted.

Recommendation 40 (B)

The suggestion that 'the scheme of assessment and model answers prepared for the use of examiners in each subject be sent to schools for the guidance of teachers and candidates,' be not accepted.

Recommendation 41

The Board should request the Vocational Guidance Bureau to bring out a pamphlet, indicating the various higher courses of studies and different

avenues of employment and recommending different combinations of subjects included in the S. S. C. Examination scheme, suited to meet the requirements of these different streams.

Recommendation 42*

The proposal of giving credit to 'Physical Health' at the S. S. C. Examination be accepted in principle and the question of its implementation should be taken up after the necessary details are worked out by a Sub-Committee appointed by the Board for that purpose.

(*Note.—This is under active consideration of the Board).

Introduction of Composite Courses in Languages

Recommendation 43

The suggestion of introducing a composite course in languages (viz. a Regional Language and Hindi) be not accepted.

Prof. K. R. Gunjekar's note on Examination Reform

Recommendation 44

The views of the Courses Committees regarding the question of examining the syllabus in the different subjects in the light of Prof. K. R. Gunjekar's note on examination reform be referred to the respective Courses Committees while redrafting the S. S. C. Examination syllabus according to the new pattern recommended by the Review Committee.

Shri B. K. Gokhale's note on Basic Education

Recommendation 45

The suggestion viz. 'that the assessment of character, health and sportsmanship be undertaken by schools and colleges and the results taken into account by the S. S. C. Examination Boards and the Universities', be accepted in principle and a Sub-Committee be appointed to explore the possibilities of giving credit to 'personality evaluation' at the S. S. C. Examination.

Suggestion from the Officer-in-charge, Institute of Vocational Guidance, Bombay that a Vocational Subject be made compulsory at the S. S. C. Examination for all candidates

Recommendation 46 (A)

The suggestion that a vocational subject be made compulsory at the S. S. C. Examination for all candidates, be not accepted.

Recommendation 46 (B)

In order to encourage candidates to take Vocational subjects at the S. S. C. Examination and to acquire a vocational bias, candidates passing recognised Public Examinations conducted by Government or an official agency like the Department of Education or the Department of Technical Education be exempted from appearing for that particular subject at the S. S. C. Examination. Further, this concession be given in respect of those subjects only for which equivalence in Courses and Standards is fully established as between the S. S. C. Examination and the other Public Examinations concerned. Further, a close co-ordination between the S. S. C. Examination Courses and the Department of Technical Education Courses, be brought about as early as possible.

Dr. V. V. Kamat's suggestion regarding award of a 'B' Class S. S. Certificate

Recommendation 47.

The suggestion of awarding a 'B' class S. S. Certificate to candidates who pass only in three subjects i. e. a language subject, a mathematics subject and a technical or vocational subject, be not accepted.



CHAPTER VII

APPENDICES

THE Appendices are arranged as under :—

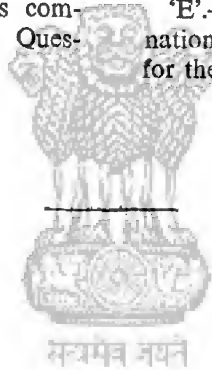
'A'.—Note on the re-organisation of the S. S. C. Examination by Dr. G. S. Khair.

'B'.—Questionnaire issued by the Review Committee of the Board.

'C'.—List showing the names of the members of the various committees who replied to the Questionnaire.

'D'.—A note prepared by Shri G. P. Sohoni, President, Headmasters' Association, Poona City and District, offering certain concrete suggestions regarding the proposal of giving credit to internal assessment at the final S. S. C. Examination to the extent of 20 per cent.

'E'.—Proposed scheme of Examination subjects and their Groups for the S. S. C. Examination.



APPENDIX 'A'

A NOTE ON THE RE-ORGANISATION OF THE S. S. C. EXAMINATION

by Dr. G. S. Khair

Time has come to review the working of the S. S. C. Examination Board during the last ten years and in the light of this experience to chalk out new lines of progress. I am trying to indicate certain directions in which the proposed future changes should take place. The S. S. C. Examination Board was started in the year 1948 because the Bombay University at that time was unwilling to include in the Matriculation Examination, subjects which were not necessary for college entrance. The object of the S. S. C. Examination was, therefore, two-fold—to examine those students who wanted a hall-mark for entrance to the colleges, and also give some kind of recognition to those who offer subjects which were not necessary for college entrance. During the last 10 years, the number of S. S. C. Examination candidates has increased tremendously, the result being that candidates of varying levels of intelligence i. e. low, average and high intelligence and various kinds of aptitudes i. e. intellectual, practical, artistic, social etc. appear for this examination. The question for the members of the Board to consider is, whether we are making proper provision for all these different levels of intelligence and different types of aptitudes and abilities.

2. Another question that is important is whether the schools get enough time to prepare the students for the Examination in those special subjects which they are allowed to teach only in Standard XI and not in Standard X. Similarly, the influence of the S. S. C. subjects on the attitudes of the candidates in the pre-S. S. C. Classes towards those subjects which they do not intend to offer for the S. S. C. Examination should also be considered. The S. S. C. Examination casts its shadow on the last four years of the High School course. It is from this point of view that the set-up of the S. S. C. Examination needs to be considered in future.

3. The failures of the students in certain subjects like English, Mathematics, Social Studies, Hindi and Science and the implications thereof also need to be taken into consideration. The remarks of the Examiners of different subjects during the last 10 years, wherein they point out repeatedly the same defects of the candidates, should also be taken into consideration.

4. The average result of the S. S. C. Examination is around 40 per cent. In other words, the percentage of students failing in the Examination is about 60 per cent. The moral effect of this phenomenon on the candidates, the schools and the society also needs to be taken into consideration. The Board will have also to consider the combination of subjects required and allowed by the S. S. C. Examination and to find out whether these combinations are commensurate with the variety of talents and aptitudes of the candidates appearing for the Examination. It may be that the phenomenon of 60 per cent of students failing in the Examination is a logical consequence of our compelling thousands of students to appear at an examination under unnatural conditions, sometimes away from their homes, and requiring them

to pass in all the subjects simultaneously. The object of the former Matriculation Examination was to find out the intellectual suitability of the candidates to carry on their college studies, and, therefore, the ability to pass in 7 or 8 subjects at the same time was considered to be a mark of intelligence. When the object of the Examination is not merely college entrance, but general education for everyday life, we may have to reconsider the system under which simultaneous passing in all the subjects is obligatory. In the light of the above considerations I am placing before the Board certain changes that are necessary in the Rules and Regulations of the S. S. C. Examination.

Regulations No. 12 to 19 refer to the qualifications and work of Examiners

The work of the S. S. C. Examination has increased tremendously and therefore, a very large number of examiners has to be appointed. Some of them are entirely new to the work and the time available for assessment is very short. They have to do their usual school work while the work of assessment is going on. It should be considered how far all these factors influence the uniformity and reliability in the work of examiners. Many Headmasters who are Moderators have to remain away from their schools for three or four weeks. Consequently, the work of the school also suffers. We shall have to consider whether the time table of the examination can be arranged in such a way that it will not interfere with the normal working of the school. Similarly, it should be considered whether some kind of initial common training for the Examiners can be given to secure uniformity of assessment.

Another drawback of our examination is that an answerpaper once assessed cannot be assessed again although the candidate, the teacher, the Headmaster and the parents feel that some error has occurred in the assessment. Some provision for re-assessment by paying a higher amount of fee will have to be made. At the present moment there is no external check on the work of the examiners except that of the Moderators who can check a very small number of answerbooks.

Regulation 20 refers to the Centres of Examination

Since High Schools have sprung up in smaller towns, the candidates for the S. S. C. Examination from these places have to leave their homes and go to the centre of examination where facilities for their boarding and lodging and quiet study are extremely inadequate. They appear for the Examination under very unnatural and unusual circumstances. This may be responsible to a certain extent for the failure of some of the candidates. The Board has to consider how it may be possible to open a larger number of centres even at places where about 100 or 150 candidates may appear for the Examination. Smaller and smaller towns are clamouring for opening centres; but the high cost of printing and the absence of printing facilities in certain places, make it impossible to open a larger number of centres at the smaller places.

Regulation 22 refers to the subjects of the S. S. C. Examination

Owing to the necessity of offering 7 or 8 subjects at the S. S. C. Examination, schools have to send candidates who are not upto the mark in all the subjects and who are definitely weak in certain subjects. The system of promotion in the schools is entirely different from that of the S. S. C. Examination. Failing in one or two subjects or even in three subjects can be condoned in the schools, whereas at the S. S. C. Examination, failing even in one subject leads to ultimate failure. If the necessity of offering a particular number of subjects is waived, and students are allowed to appear in those subjects only in which they are well prepared, even if this number of subjects is smaller than 7, then the schools will be able to send up candidates only for those subjects for which they are well prepared. This will have its effect on candidates also. They will understand that they will not be allowed to offer subjects in which they do not show satisfactory progress in the school. The general standard of education shall also be improved.

My suggestion is, that students should be allowed to offer only those subjects for which they are well prepared. The number of such subjects may range anywhere from 1 to 8 or 9.

The question will then arise as to what students should be considered as having passed the S. S. C. Examination. In my opinion, the Board should only give certificates to the candidates of having passed the subjects rather than a general certificate of having passed the whole S. S. C. Examination. The Universities and the employers will lay down their own conditions as to the subjects and marks which they require from the candidates. It may be that the candidate will have to show anywhere between 1 to 3 or 4 certificates to prove that he has passed in 7 or 8 subjects. But this fact itself will induce the candidates to secure passing in the necessary subjects in as few examinations as possible, and show evidence of having passed the subjects in as few certificates as possible. This may appear to be a novel idea, but it will have its effect on the morale and the preparation of the candidates.

In the light of the above considerations we should consider the minimum number of subjects that a candidate should offer at the Examination.

Regulation 23 refers to the syllabus in the subjects

The pattern of the Matriculation examination where most of the prospective college-going candidates appeared for the Examination still dominates our thinking. We have now to consider the established fact that candidates of low and average intelligence also appear for the examination and they also need the S. S. Certificate to get employment in life. We have, therefore, to make provision in the syllabus for candidates of low and average intelligence also. At the same time we have to offer a challenging syllabus to students of higher intelligence. From this point of view. I think that it is necessary to offer the fundamental subjects on two levels—the ordinary level and the higher level. Students of lower intelligence will have the option of offering the subjects on the ordinary levels

and the S. S. Certificate will indicate that fact; but the students will have the satisfaction of getting the S. S. Certificate. There will be other students who would offer some subjects on the lower level and other subjects on the higher level; and a smaller number of very bright candidates may offer all their subjects on the higher level. In this way we shall be providing for a large range of intelligence among the candidates. We have already provided for their varying aptitudes by providing a large variety of subjects.

This scheme will have its effect on the working of the schools also. It will be possible for the schools to persuade the pupils to take subjects on the higher or lower level according to their capacities. At the present moment all students are driven to take a particular combination of subjects at practically the same level. The result is that the bright pupils have no challenge and low intelligence pupils have no chance of passing.

The present rules require the record of the work of the pupils done throughout the year with regard to the vocational subjects. We should also consider the possibility of requiring such record of work for the other subjects also, e. g. in the case of languages, a record of the essays and other exercises written by the pupils; in the case of science, a journal of experiments carried out by the pupils, etc. The assessment of such work will be somewhat difficult but its wholesome effect on the work of the pupils throughout the year will certainly repay the additional efforts and expenditure on the part of the S. S. C. Examination Board.

The syllabuses laid down by the Board are in certain respects very brief and do not provide sufficient guidance to the schools, teachers and candidates. The Board seems to adopt a non-committal attitude with regard to the syllabuses and the text books bearing on them. The hand-book of the S. S. C. Examination Board should provide detailed guidance not merely with regard to the syllabuses but also with regard to the text books, the best books available, the teaching aids that can be used and other source material that is likely to be of use to teachers. This is especially necessary in the interest of the large number of mofussil schools where expert guidance is difficult to procure.

The pattern of question papers in certain subjects needs to be recast in the light of the past experience. The remarks of the Examiners in this respect should be taken into consideration. The percentage of failures and passes also should be considered and the nature of the question paper modified in the light of the above.

I have referred above to the idea of having two levels of subjects. I give below certain illustrations of the same:

Lower level English paper should contain the question on Translation from English into the Regional language and a question on Comprehension. This should be a mere comprehension rather than expression. The Higher level English paper may contain questions both on comprehension and expression. This paper may require the students to write an essay, story etc.

Sanskrit lower level should require from the students only translation from Sanskrit into the regional language, whereas Sanskrit Higher Level should require translation both ways, a question on grammar and even a question on Sanskrit composition.

Mathematics Lower level paper should be simpler than even the present Elementary Mathematics paper and Mathematics Higher level should be on the level of the old Mathematics syllabus.

History Lower level may confine itself to Indian History, whereas History Higher level may extend to the whole of Indian History against the background of world history.

The syllabus of other subjects may be framed on similar lines both for lower and higher levels. This need not apply to vocational subjects where the students can choose subjects according to their liking.

Regulation No. 26 refers to the schools eligible to send up candidates for the S. S. C. Examination

The percentage of passing of different schools varies from school to school. At the present moment, there is no incentive for a school to prepare its pupils as thoroughly as possible. Some scheme has to be worked out whereby schools having the best results continuously for 5 years will get some kind of recognition from the Board. My suggestion is that a school in which the percentage of passing is more than 80 per cent continuously for 5 or more years should be allowed, under certain conditions, to hold its own examination and submit the results to the S. S. C. Examination Board which should give the final Certificate. The scheme will have to be very carefully worked out so that it shall not be misused by any school.

Regulation No. 27 refers to the eligibility of candidates

The present rule requires only 100 days attendance. The normal rule should be that barring sickness and unavoidable circumstances, the students should normally attend for all the working days of the school. The result of the present rule is that the S. S. C. candidates, especially those who are likely to fail, become irregular in attendance as soon as their 100 days attendance is fulfilled. In my opinion, 90 per cent of the total attendance should be required and the Headmaster should be allowed to recommend condonation in very exceptional circumstances. This attendance is especially necessary during the months of January and February.

The present form requires the Headmaster to recommend that the progress of the candidate is satisfactory. This provision can be made more specific by requiring that the candidate must have acquired average passing marks in all the periodical examinations held by the school and a proof of such passing should be indicated in the form of application. Such a requirement will give a strong weapon in the hands of the Headmasters and teachers to induce the boys to study in the class throughout the year rather than postpone their intensive preparation to the end of the year.

Ex-students who have once appeared for the Examination have to be recommended by the Headmasters irrespective of their preparation for the Examination. Even ex-students should be required to pass a preliminary test given by the school before their application forms are sent up. This will reduce percentage of failures among the ex-students.

As far as private candidates are concerned, there is no check upon their preparation. The desirability of requiring them to appear at least for two periodical examinations of the school or at least the preliminary examination should be considered. Similarly, the results of the regular candidates, ex-students and private candidates should be declared separately, so that the work of the school as far as regular candidates are concerned can be properly assessed.

Regulation 35 refers to the standard of passing

The passing marks for all the subjects is 35. But the method of giving marks differs in the case of subjects like Mathematics and Science and subjects like Languages and History. A correct answer in Mathematics can secure 10 marks but a good essay does not secure all the 20 marks that are assigned to it. Naturally, there is a tendency on the part of students to take those subjects where the possibility of getting more marks is certain. We have to consider how the marking of essay type subjects can be brought on the same level as the marking of the Mathematics type subjects. Some procedure for equalising the marks of the two types of subjects will have to be worked out.

If provision is made for candidates to appear in a smaller number of subjects, the desirability of raising the passing marks to 40 should be considered. By placing the passing marks at 35, we are bringing up a generation which can safely afford to exclude 65 per cent of the portion prescribed for the Examination.

Regulation No. 36 refers to the standard for obtaining the S. S. Certificate

The remarks which I have made in connection with Regulation No. 22 should be considered in this context.

Regulation No. 37 and 39 refer to condonation and exemptions

These rules will not be necessary if the suggestions made above are accepted and the students are allowed to take only those subjects in which they are reasonably well prepared.

Regulation No. 41 refers to the publication of the results

By tradition an undue importance is given by the public to the publication of the results. The fact is that a large majority of the candidates who fail acquire a sort of inferiority complex; but in the long run the major

work of society in the various fields of life is possibly done by these very people. These people are clerks and postmen, and ticket checkers and other job-holders in various walks of life. They may have a chance of passing the examination sometime or the other in future. The system of publication of the results should, therefore, be changed. Instead of announcing the results on one particular day which is a dooms-day for the majority, the results should be sent to the individual schools as and when they are ready. In short, the announcement of the results should be spread over a longer period and no public ceremony or show should be made of the publication.

Miscellaneous suggestions

Since the Board offers a large number of subjects, there is a tendency on the part of some of the candidates to select the easiest subjects, irrespective of their future use in life. Similarly, some candidates select the scoring subjects irrespective of their use in future life. The hand-book of the S. S. C. Board should guide the students in making a combination of the subjects which will be useful to them for the various careers in life. The assistance of the Vocational Guidance Bureau should be taken in this respect and a variety of combinations should be indicated which would be useful to the students not only in the choice of their groups but also in the choice of their careers.

The S. S. C. Class at present does not get a full academic year for the preparation of the students. It barely gets six months from the 15th of June to 15th of December, with a break of three weeks of Diwali Vacation. The application forms have to be sent by the 1st of January and after that the students are no longer under the control of the schools. Most of the schools hold their preliminary examination by the middle of December and the teachers try to finish their syllabus before this day. Sufficient justice cannot, therefore, be done to the Syllabus. My suggestion is that the prescribed Syllabus should cover the last two years of the High Schools i. e. Xth and XIth and these two years should be given for the preparation of the examination. It will then be possible to study the language text books properly and to finish the portions in the other subjects.

Until the above suggestion is brought into effect, students should be allowed to select the subjects of the S. S. C. Examination in the Xth standard. They will then get two years for the study of their special subjects.

If the above suggestions have to be brought into effect, the whole scheme of the Examination will have to be reconsidered.

APPENDIX 'B'**S. S. C. EXAMINATION BOARD QUESTIONNAIRE****(A) Regulations 12 to 19 : Examiners and their work**

1. Which of the following steps would you suggest in order to ensure a common uniform and reliable standard of assessment by all the Examiners and Moderators in a subject ?
 - (a) Some initial training for new Examiners ? Yes/No.
 - (b) Association of new Examiners with experienced Examiners ? Yes/No.
 - (c) A common meeting of Examiners and Moderators ? Yes/No.
 - (d) Please state any other proposal which you have to make.
.....
.....
2. Do you think that the time given to the Examiners for the assessment of their work is—
 - (a) Sufficient ? Yes/No.
 - (b) If you feel that some more time is necessary for assessment, how many more days do you suggest ? ...days.
3. (a) Do you think that the work of the Examiners and the Moderators interferes with the routine work of the school, owing to the absence of the teachers, supervisors and Head Masters from the school ? Yes/No.
 - (b) If your reply to the above is 'Yes', what changes do you suggest in the time-table of the school or the S. S. C. Examination ?
.....
.....
.....
4. (a) Do you think that provision should be made for reassessment of answer-books ? Yes/No.
 - (b) In case your answer is 'Yes', what additional fees should be charged ? Rs.....
 - (c) In order to avoid the misuse of this facility what conditions would you suggest for the provision of reassessment ?
 - (i)
 - (ii)
 - (iii)
 - (iv)

(B) Regulation 20 : Centres of Examination

1. (a) Do you think that the necessity to appear for the S. S. C. Examination away from the home affects the performance of the candidates in the examination ? Yes/No.
- (b) In case the answer is 'Yes', which of the following reasons affect their performance ?
 - (i) Living conditions Yes/No.
 - (ii) Expenditure Yes/No.
 - (iii) Please state any other relevant reason that you have to suggest.
-
-
2. (a) Do you think that the pre-requisite regarding the minimum number of students that should appear at a centre should be relaxed in order to provide for a larger number of centres ? Yes/No.
- (b) If 'Yes', what would you suggest as the minimum number of candidates on the basis of which a centre should be opened ?
- (c) If at a small place an efficient printing press is not available, do you approve of the idea of printing copies of the Question Papers by a cyclostyle or Rota-print machine, if such facility is available at that place ? Yes/No.
- (d) Do you recommend that advance pre-printing of Question Papers should be resorted to in order to make Question Papers available to small centres ? Yes/No.
- (e) If your answer to the above is 'Yes', what precautions against leakage would you suggest ?
 - (i)
 - (ii)
 - (iii)
 - (iv)

(C) Regulation 22: Subjects of the Examination

1. (a) According to the present practice, in order to satisfy the condition of 7 minimum subjects, the Headmaster has to recommend candidates who are well prepared in some subjects but weak in the others. Do you think that provision should be made to enable the school to recommend candidates only for those subjects for which they are well prepared, even though the number of subjects be less than 7 ? Yes/No.

(b) If your answer is 'Yes', how many minimum number of subjects would you recommend for the first attempt of the candidate?

- | | |
|---------------------|---------------------|
| One subject..... | [N. B. : Put a tick |
| Two subjects..... | mark (✓) against |
| Three subjects..... | the number you |
| Four subjects..... | suggest.] |
| Five subjects... .. | |
| Six subjects..... | |

2. In view of the above provision viz. to offer at a time a smaller number of subjects in which the candidate is really well prepared, would you recommend that the percentage of passing should be raised from the present 35 to 40 ?

Yes/No.

3. Should the S. S. C. Examination Board give certificates to a candidate indicating the subjects in which he has passed even though the number of such subjects is less than seven ?

Yes/No.

4. What should be the minimum number of subjects in which a student must pass in order to secure an over-all S. S. Certificate ?

Minimum Number of subjects

- | | |
|---------|----------------------------|
| 5. | [N.B. Indicate your choice |
| 6. | by putting a tick (✓) |
| 7. | against the number you |
| 8. | suggest.] |

5. (a) In spite of the large number of subjects that can be chosen from, it has been found that most of the candidates offer only those subjects that enable one to get admission to the University. What, in your opinion, are the reasons preventing the candidates from offering a large variety of subjects (specially those that are vocationally useful) ?

.....

(b) What remedies do you propose ?

.....

6. At present certain subjects can only be offered by pupils belonging to certain types of schools (e. g. Commercial High Schools). Are you in favour of allowing any pupil to offer any subject provided certain conditions (e. g. regarding practical work) are fulfilled ? Yes/No.
7. (a) At present various subjects that can be offered at the examination are grouped together in Compulsory and Optional groups. Are you in favour of the existing arrangements ? Yes/No.
- (b) If not, please offer alternative suggestions.
-
-
-
-

(D) Regulation 23 : Syllabus in the subjects

1. (a) In order to provide for the diverse needs of pupils of different levels of intelligence and different types of aptitudes, do you approve of the idea of offering the S. S. C. subjects on two levels—the Ordinary Level and the Higher Level ? Yes/No.
- (b) If the answer is 'Yes', what difference should there be between the syllabi of the Ordinary and the Higher Levels ?
- (i) Should it be with regard to the level of the syllabus ? or
- (ii) Should it be with regard to the quantum of the syllabus ? or
- (iii) both ?

<i>Subject</i>	<i>Suggested difference between Ordinary and Higher Level syllabus</i>
.....
.....
.....
.....

(N.B.—Please make your suggestions with specific reference to subjects in which you are interested).

2. (a) As in the case of technical and other vocational subjects, where journals of practical work done during the year have to be shown at the time of examination, do you approve of the idea of a similar procedure in the case of certain other subjects also ? Yes/No.

- (b) If the answer is 'Yes', mention the subjects for which this procedure should be followed :

<i>Subject</i>	<i>Nature of Record of work</i>
.....
.....
.....
.....

3. (a) In order to encourage students to work throughout the year do you approve of the idea of taking into account the school marks along with the marks of the S. S. C. Examination ? Yes/No.
- (b) If the answer is 'Yes', in which of the following ways should the school marks be used ?
- (i) For adding to the total of the S. S. C. marks (viz. $20+80=100$) ? Yes/No.
- (ii) For reconsideration of border line or failure cases ? Yes/No.
- (iii) For mere information of the employers and college authorities ? Yes/No.
- (iv) Any other purpose ? Please mention.
.....
- (c) In order to avoid the misuse of the above facility, if given, what precautions and checks will you suggest ?
- (i)
- (ii)
- (iii)
- (iv)
4. (a) Should the syllabus in certain subjects be more detailed than at present ? Yes/No.
- (b) If the answer is 'Yes', which are these subjects ?
.....
.....
.....
.....
- (c) In what other ways can the syllabuses provide guidance to the teachers and the pupils ?
- (i)
- (ii)
- (iii)
- (iv)

5. (a) Do you think that the pattern of the Question Paper in certain subjects needs to be changed ? Yes/No.
- (b) If so, what should be the nature of the suggested change ?
- (c) Do you suggest any change in the division of marks allotted to different questions in each subject ? Yes/No.
- (d) If so, indicate the nature of changes.

<i>Subject</i>	<i>Suggested Change</i>
(i)
(ii)
(iii)
(iv)

6. Keeping in mind the changes in society in recent years, what new subjects (e. g. Psychology, Economics and Anthropology) should be included in the list of subjects a pupil can offer at the examination ?

.....

.....

.....

.....

(E) Regulation 26 : Eligibility of Schools

1. (a) Do you recommend that certain schools of good academic standing be allowed to hold their own examinations which the S. S. C. Examination Board should recognise for the purpose of its external examination ? Yes/No.
- (b) If the answer is 'Yes', state under what conditions this should be permitted.
- (i)
- (ii)
- (iii)
- (iv)
- (c) What precautions would you suggest in order to avoid a misuse of the above provision ?
- (i)
- (ii)
- (iii)
- (iv)

(F) Regulation 27 : Eligibility of Candidates

1. (a) There is a requirement of only 100 days attendance during the academic year for XIth class. Do you think that percentage of the total attendance to the total instructional days should be increased ?

Yes/No.

- (b) If so, indicate the percentage of minimum attendance required.

Percentage of attendance to the total instructional days.

90% [*N.B.*—indicate your
80% choice by putting a
70% tick mark ✓
60% against the space
50% provided].

2. (a) In order to minimise the percentage of failures among the ex-students and also to ensure better preparation, do you agree with the suggestion of requiring ex-students to pass periodical tests or a preliminary test given by the school before their application forms are sent up ?

Yes/No.

- (b) Similarly, in the case of private candidates, would you suggest the desirability of requiring the private candidates to appear at least for two periodical examinations of the school or at least one preliminary examination ?

Yes/No.

(G) Regulation 37 and 39 : Condonation and Exemptions

1. (a) Do you suggest any change in the present rules governing—

(i) grant of exemption from re-appearing in a subject ?

.....
.....

and (ii) condonation of deficiency for passing in a subject ?

.....
.....

- (b) If the principle of compartmental passing as stated in [C] of the Questionnaire is accepted, what changes would you suggest in the rules governing—

(i) grant of exemption from re-appearing in a subject ?

.....
.....

and

(ii) condonation of deficiency for passing in a subject ?

.....

(H) Regulation 41 : Publication of the Results

1. (a) In order to minimise the undue importance of examination results in the public mind and to reduce the harmful psychological effects and mental strain on the minds of pupils and parents, it is suggested that instead of declaring the results of all schools on one particular day, the results should be sent to the individual schools as and when they are ready. Do you agree with this suggestion ?

Yes/No.

- (b) It is suggested that instead of declaring the candidates as Pass or Fail, the Board should merely announce the subjects in which every candidate has passed, thus leaving it to the colleges and employers to see whether their requirements are fulfilled ? What is your re-action to this idea ?
-
-

- (c) Have you any alternate suggestion to make to minimise the undesirable effects of this external examination ?
-
-

(I) Miscellaneous

1. (a) At present the S. S. C. Examination serves two purposes. It serves as an entrance examination to the University. It also attempts to cater to the needs of those who do not plan to go to the University. In your opinion, does it satisfactorily serve both these functions ?

Yes/No.

- (b) If not, what suggestions do you have to offer ?
-
-
-
-

2. It has been represented that the schools at present do not get a full academic year of study for preparing the candidates adequately for the S. S. C. Examination. Do you agree with the following suggestions made in connection with the lengthening of this period?

- (i) The S. S. C. course should be spread over the last two years of the High Schools.

Yes/No.

(ii) The teaching of the S. S. C. syllabus should start in the latter part of the second term of the Xth standard.

Yes/No.

(iii) Please indicate any helpful suggestion that you have to make in this connection.

.....

3. (a) Should any minimum age be prescribed for appearing at the examination?

Yes/No.

(b) If the answer is 'Yes', state the minimum age.

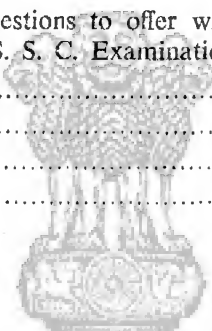
.....

4. What should be the intervening period between the declaration of results and getting admission to colleges in order to give enough time to the candidates for future planning ?

.....

5. Have you any other suggestions to offer with regard to any other aspects of the S. S. C. Examination ?

.....



सत्यमेव जयते

APPENDIX 'C'

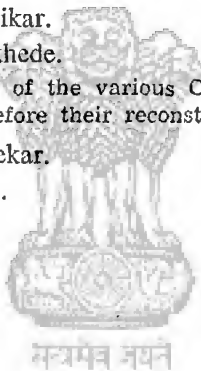
**SHOWING THE NAMES OF THE MEMBERS OF THE VARIOUS
COMMITTEES WHO REPLIED TO THE QUESTIONNAIRE
ISSUED BY THE S. S. C. EXAMINATION BOARD**

Group 1: Members of the S. S. C. Examination Board (both before
and after its reconstitution)

- 1 Shri I. J. Patel.
- 2 Shri M. J. Dholakia.
- 3 Kum. Virbai Diwan.
- 4 Shri G. H. Jambotkar.
- 5 Prin. C. B. Joshi.
- 6 Prin. M. N. Bhat.
- 7 Prin. M. Y. Vaidya.
- 8 Kum. S. S. Boyce.
- 9 Shri G. B. Deshmukh.
- 10 Shri B. B. Khedgikar.
- 11 Prin. M. N. Wankhede.

Group 2: Members of the various Committees of Courses
(before their reconstitution)

- 12 Shri L. N. Chhapekar.
- 13 Shri Raman Vakil.
- 14 Shri S. S. Aiyar.
- 15 Dr. C. R. Naik.
- 16 Shri C. S. Suthar.
- 17 Dr. R. S. Mugali.
- 18 Shri G. C. Pain.
- 19 Sardar Lakshmansingh.
- 20 Shri F. P. Patel.
- 21 Shri S. P. Kharas.
- 22 Shri R. D. Karmarkar.
- 23 Shri R. C. Patel.
- 24 Rev. J. Duhr S. J.
- 25 Rev. Humbert.
- 26 Shri J. S. Chaubal.
- 27 Shri D. C. Lele.
- 28 Shri B. D. Karve.
- 29 Dr. V. N. Bhave.
- 30 Shri B. N. Kulkarni.
- 31 Shri A. H. Sheth.
- 32 Smt. Laxmibai Vaidya



Group 2—contd.

- 33 Shri R. M. Trivedi.
- 34 Shri M. A. Razzaq.
- 35 Prin. V. K. Kelkar.
- 36 Shri R. S. Kenkre.
- 37 Dr. A. S. Patel.
- 38 Shri S. S. Desnavi.
- 39 Shri R. S. Kittur.
- 40 Prof. N. R. Parasnis.
- 41 Shri G. P. Sohoni.
- 42 Kum. V. Sarasvati.
- 43 Dr. M. L. Balse.

Group 3: Members of the Board of Secondary Education

- 44 Shri S. R. Tawde.
- 45 Shri T. S. Thakore.
- 46 Shri S. V. Ghirnkar.
- 47 Kum. Kumud N. Ghat.

Group 4: Secretaries of Boards of Secondary Education In India

- 48 Board of Higher Secondary Education, Delhi.
- 49 Board of Secondary Education, Orissa, Cuttack.

Group 5: Educationists and Others

- 50 Shri Syed Nurullah.
- 51 Shri E. R. Dhongde.
- 52 Prin. K. T. Merchant.
- 53 Shri S. C. Walimbe.
- 54 Shri A. R. Mehta.
- 55 Dr. M. P. Vaidya.
- 56 Shri S. Y. Shintre.

Group 6: Members of the State Education Council.

- 57 Shri S. B. Sukhtankar.
- 58 Shri D. R. Mankad.
- 59 Shri K. T. Mangalmurti.
- 60 Shri Jamiatray Gulabhashankar Vaidya.

Group 7: Registrars of Universities

- 61 M. S. University of Baroda.
- 62 Vallabhbhai Vidyapeeth, Anand.

Group 8: Headmasters' Associations and Federations

- 63 Bombay State Federation of Headmasters' Associations.
- 64 Ahmednagar Headmasters' Association.
- 65 Baroda District Headmasters' Association.

Group 8—*contd.*

- 66 English Teaching Schools' Association, Bombay.
- 67 East Khandesh Headmasters' Association, Jalgaon.
- 68 Kolaba District Headmasters' Association.
- 69 Mehasana District Headmasters' Association.
- 70 Nasik District Headmasters' Association.
- 71 Poona City and District Headmasters' Association.
- 72 S. Satara Headmasters' Association.
- 73 Surat District Headmasters' Association.
- 74 W. Khandesh Headmasters' Association.
- 75 Poona Secondary Teachers' Association, Poona.
- 76 Kheda District Headmasters' Association.

Group 9: Parties that are not traceable

77-82

Group 10: Members of the Examination Reform and Research
Committee

- 1 Dr. G. S. Khair.
- 2 Prof. V. M. Dandekar.
- 3 Dr. T. P. Lele.
- 4 Prin. T. K. N. Menon.
- 5 Shri H. D. Trivedi.
- 6 Shri K. R. Gunjekar.
- 7 Dr. V. V. Kamat.
- 8 Shri F. S. Chothia.

Group 11: Members of the Board of Secondary Education

- 1 Shri S. R. Tawde.
- 2 Shri D. J. Sardeshpande.
- 3 Dr. G. S. Khair.
- 4 Shri S. K. Vaishampayan.
- 5 Shri C. K. Sankholkar.
- 6 Shri B. R. Desai.
- 7 Shri G. D. Salunkhe.
- 8 Kumari Leela Kamat.
- 9 Dr. A. G. Pawar.
- 10 Shri T. N. Tolani.
- 11 Shri S. A. Rauf.
- 12 Shri C. D. Deshpande.

APPENDIX 'D'

A NOTE PREPARED BY SHRI G. P. SOHONI ON THE DISCUSSION HELD AT THE S. S. C. EXAMINATION BOARD, POONA-1, ON 24th AUGUST, 1961

The President and the Honorary Secretary of the Maharashtra State Federation of Headmasters' Associations and the President of the S. S. C. Headmasters' Association, Poona City and District, sat together to discuss the views expressed at the meeting held on 24th August, 1961. After a good deal of deliberation they thought it would be desirable to submit certain concrete suggestions to the S. S. C. Examination Board and its various Committees for their consideration. The suggestions are given below:

The main problem for discussion at the meeting referred to above was the problem of giving credit to internal assessment at the S. S. C. Examination to the extent of 20 per cent. The general consensus of opinion was that it would be too early to do so, and it was unanimously decided that as a step towards giving credit for internal assessment it would be desirable to incorporate in the statements of marks secured at the S. S. C. Examination by a candidate, the marks secured by the candidate in his school examinations also, side by side in a parallel table. This would be a salutary practice both for the Schools and the S. S. C. Examination Board. We venture to submit the following concrete suggestions in this behalf:—

(1) Schools should be directed to take the average of two examinations held in Std. XI with 100 marks assigned to each subject, say the terminal and the preliminary, and prepare a statement of marks secured by each candidate in every subject offered by him. It is not desirable to ask schools to take additional tests for this purpose, because the classes are large, the time is short and assigning marks to written work or home work would not be possible or practicable.

(2) The Schools should be asked to submit the statements of marks thus prepared to the S. S. C. Examination Board along with the application forms or before the end of February.

(3) The S. S. C. Examination Board should have an extra table in the mark sheet wherein School marks should be incorporated. The work of entering these marks should be completed before the S. S. C. Examination starts.

(4) A deviation upto 10 per cent should be considered reasonable. Students get about two months after the preliminary examination and it is hoped that the marks secured at the S. S. C. Examination would ordinarily be higher than those secured at school.

Use of these marks to the S. S. C. Examination Board

(5) Examiners should not be shown the marks secured by candidates at School Examinations. Answerbooks of candidates from different

schools are included in the lot assigned to every Examiner. If in the case of the bundle allotted to an Examiner it is found that the answerbooks are underassessed or over-assessed in comparison to the marks submitted by schools, there will be a strong case for critical moderation of the answerbooks. The Moderators should have access to the marks supplied by schools. It will be easy to locate careless examiners and bring them to book.

Use of these marks to Schools

(6) Teachers and Heads of Schools will by comparing the two sets of marks be able to find out in which subjects the instruction is not put up to the mark. In course of time they will discover their norms in different subjects because the comparison will enable them to find out whether their own marks are underassessed or over-assessed.

Criteria of fitness of pupils for being sent up for the S. S. C. Examination

(7) Schools should be directed to send up candidates to appear at the S. S. C. Examination on the following basis:—

- (i) Failure in one subject at the Preliminary should be condoned.
 - (ii) Failure in two subjects may be condoned if the candidate gets at least 25 per cent in each.
 - (iii) In the case of students failing in more than two subjects the Head of the school should use his discretion and send up only the deserving students.
- (8) This Scheme will act as a check on the tendency of students to change subjects at the eleventh hour.

Interpretation of the two sets of marks

(9) Colleges and Employers will be able to compare the two sets of marks and interpret them on the following lines:—

- (i) In the case of a student in whose case the deviation between the two sets of marks is very small, it may safely be assumed that he is a steady worker all the year round.
- (ii) If there is a wide deviation in a particular subject, the school marks may be taken as more reliable because there is likely to be an element of chance in the marks secured at the S. S. C. Examination.
- (iii) If there is a wide deviation in several subjects the S. S. C. Examination marks should be taken as more reliable.

Check and Counter-check

(10) The practice of showing the two sets of marks side by side will act as a wholesome check both to schools and the S. S. C. Examination machinery. If a School has assessed its students very carefully and

supplied its marks very faithfully, the S. S. C. Examination Board will have to think seriously, if there is a wide deviation in the marks of the candidate of that particular school. Similarly, the school also will have to give serious thought to its own assessment when there is a wide deviation in the case of the two sets of marks. The result will be that both the schools and the Examiners at the S. S. C. Examination will take scrupulous care to see that the assessment is correctly made.

The second topic discussed was 'Evaluation of Physical Fitness and Personality'.

(1) The proposal to introduce this new head and show the marks or grades secured by students under this head should be accepted on the understanding that these marks will have no adverse effect on the S. S. C. Examination results.

(2) For the present the work of examining and assessing students under this head should be left entirely to schools.

(3) Schools should be supplied with a pattern of testing pupils' physical fitness and personality. The pattern proposed by the State Inspector for Physical Education may be accepted.

(4) Schools should preferably invite experts from other schools to assess students under this head by adopting a scheme of exchange of Physical Instructors from different schools for this purpose.

(5) Students of the S. S. C. Examination class should have three periods a week for Physical Education.

The third topic discussed was 'Military Studies as an optional head at the S. S. C. Examination.'

The proposal to introduce "Military Studies" as an optional head at the S. S. C. Examination was unanimously approved at the meeting.

APPENDIX 'E'

PROPOSED SCHEME OF EXAMINATION SUBJECTS AND THEIR GROUPS FOR THE S. S. C. EXAMINATION

The most important recommendation made by the Committee is regarding the proposed scheme of examination subjects and their groupings. In the new scheme suggested by the Committee, a candidate has to appear for the S. S. C. Examination with *seven* subjects only, and these subjects are to be selected from any one of the following seven Groups, Group-I Humanities, Group II Sciences, Group III Agriculture, Group IV Commerce, Group V Fine Arts, Group VI Technical and Group VII General. The details of the scheme are given below: The scheme has been recommended by the Committee with a view to equipping pupils for the various demands of Secondary Education, viz. (i) adequate knowledge of general or academic subjects, (ii) specialization in the subjects of choice, (iii) better standard in the subjects of specialization, (iv) development of the power of expression by imparting intensive training in language subjects and (v) facilitating choice of subject combinations according to aptitudes and the different courses that are available in higher education. The Committee has further recommended that the duration of the S. S. C. Course be spread over the last two years of the High School Course viz. Xth and XIth standards, as it considers well-integrated courses of study necessary to achieve the ends mentioned above.

The proposed scheme of Examination subjects and their Groups for the S. S. C. Examination is given below:

To qualify for the S. S. Certificate a candidate must pass the S. S. C. Examination at one and the same time or in accordance with the provisions under Regulations for commercial passing and/or grant of exemptions, separately in each of the SEVEN subjects, i. e. Four from Part-I and Three from Part-II to be selected by the candidate from any ONE of the groups I to VII in the manner indicated therein:

Group—I (Humanities)*Part I*

1. Mother Tongue/Regional Language (Higher Level).
2. Hindi (Lower Level) [(if not offered under (1) above). If Hindi is offered in (1) above, an Indian language from (5) of Part-II shall be offered here.].
3. History and Geography

OR

Social Studies (when an integrated syllabus is introduced).

4. General Science

OR

Home Science

Part II

5. English (Lower Level). [If English is not offered under (1) above].

OR

A Modern Indian Language (Lower Level) not included under 1 and 2 above.

6. A Classical Language

OR

A Modern Foreign Language

7. Any ONE of the following:

(a) History

OR

Geography

OR

Indian Administration and Civics.

(b) Physics and Chemistry

OR

Physiology and Hygiene

(c) Algebra-Geometry

OR

Elementary Mathematics.

(d) Art (Drawing and Painting).

OR

** Craft (Vocational subject).

Group II (Sciences)

Part I

1. Mother Tongue/Regional Language (Higher Level).
2. Hindi (Lower Level) [(if not offered under (1) above). If Hindi is offered in (1) above, an Indian language from (5) of Part-II shall be offered here.].

3. History and Geography.

OR

Social Studies (when an integrated syllabus is introduced).

4. Algebra and Geometry.

Part II

5. English (Lower Level). [If English is not offered under (1) above].

OR

A Modern Indian Language not included under 1 and 2 above.

6. Physics and Chemistry.

7. Any *ONE* of the following:—

(a) Botany and Zoology.

OR

Physiology and Hygiene.

OR

Home Science.

(b) Geography.

(c) Classical Language.

OR

A Modern Foreign Language.

(d) Art (Drawing and Painting)

OR

** Craft (Vocational Subject).

Group III (Agriculture)

Part I

1. Mother Tongue/Regional Language (Higher Level).
2. Hindi (Lower Level). [(if not offered under (1) above). If Hindi is offered in (1) above, an Indian language from 7 (a) of Part-II shall be offered here.].

3. Elementary Mathematics.

OR

Algebra and Geometry.

4. General Science.

OR

Physics and Chemistry.

Part II

5. Tillage and Soil Management.
6. Crop and Animal Husbandry.
7. Any *ONE* of the following:— ...
 - (a) English (Lower Level). [If English is not offered under (1) above].

OR

A Modern Indian Language not included under 1 and 2 above.

- (b) Botany and Zoology.
- (c) History and Geography.

OR

Social Studies (when an integrated syllabus is introduced).

- (d) Art (Drawing and Painting).

OR

** Craft (Vocational subject).

Group IV (Commerce)*Part I*

1. Mother Tongue/Regional Language (Higher Level).
2. Hindi (Lower Level) [(if not offered under (1) above). If Hindi is offered in (1) above, an Indian language from 7 (a) of Part-II shall be offered here.].
3. History and Geography.

OR

Social Studies (when an integrated syllabus is introduced).

4. Elementary Mathematics.

OR

Algebra and Geometry.

Part II

5. Elements of Commerce.
6. Book-keeping and Accounts.
7. Any *ONE* of the following:—
 - (a) English (Lower Level). [If English is not offered under (1) above.].

OR

A Modern Indian Language not included under 1 and 2 above.

(b) General Science.

OR

Physics and Chemistry.

(c) Geography.

OR

Commercial Geography.

(d) Shorthand and Typewriting.

(e) Art (Drawing and Painting).

OR

** Craft [Vocational subject not offered under 7 (d).].

Group V (Fine Arts)

Part I

1. Mother Tongue/Regional Language (Higher Level).
2. Hindi (Lower Level) [(if not offered under (1) above). If Hindi is offered in (1) above, an Indian language from 7(a) of Part-II shall be offered here].
3. History and Geography.

OR

Social Studies (when an integrated syllabus is introduced).

4. General Science.

OR

Physics and Chemistry.

Part II

5. Art Appreciation.
6. Art (Drawing and Painting).

OR

Clay-modelling and Sculpture.

OR

Indian or European Music.

OR

Dancing.

7. Any ONE of the following:—

(a) English (Lower Level). [If English is not offered under (1) above].

OR

A Modern Indian Language not included under 1 and 2 above.

(b) Physiology and Hygiene.

OR

Home Science.

(c) Elementary Mathematics

OR

Algebra and Geometry.

(d) ** Craft (Vocational subject).

Group VI (Technical)

Part I

1. Mother Tongue/Regional Language (Higher Level).
2. Hindi (Lower Level) [(if not offered under (1) above). If Hindi is offered in (1) above, an Indian language from (6) of Part-II shall be offered here.].
3. Physics and Chemistry.
4. Algebra and Geometry.

Part II

5. Geometrical and Machine Drawing and Workshop Practice.*
6. English (Lower Level). [If English is not offered under (1) above.]

OR

A Modern Indian Language not included under 1 and 2 above.

7. Any *ONE* of the following :—

- (a) Elements of Mechanical and Electrical Engineering.
- (b) Building Materials and Construction.
- (c) Surveying.
- (d) Dyeing Technology of Textile Fabrics.
- (e) Woodwork Technology.

*(N.B.—There will only be a practical Examination in Workshop Practice.).

Group VII (General)

Part I

1. Mother Tongue/Regional Language (Higher Level).
2. Hindi (Lower Level) [(if not offered under (1) above). If Hindi is offered in (1) above, an Indian language from A (i) of Part-II shall be offered here.].
3. History and Geography.

OR

Social Studies (when an integrated syllabus is introduced).

4. General Science.

OR

Physics and Chemistry.

OR

Physiology and Hygiene.

OR

Home Science.

Part II

THREE from the following groups of 'General' and 'Vocational' subjects of which not more than *TWO* subjects should be taken from the Vocational Group.

(A) General

(i) English (Lower Level) or A Modern Indian Language not included under 1 and 2 of Part-I.

(ii) A Classical Language or A Modern Foreign Language.

(iii) Indian Administration and Civics.

(iv) History *OR* Geography (if not offered under Part-I).

(v) Arithmetic.

(vi) Physics and Chemistry.

OR

Home Science.

(vii) Elementary Mathematics. (if not offered under Part-I).

OR

Algebra and Geometry. (if not offered under Part-I).

(B) Vocational (Craft)

(i) Art Drawing and Painting.

(ii) Clay-modelling and Sculpture.

(iii) Indian or European Music.

(iv) Dancing.

(v) Typewriting.

(vi) Typography.

(vii) Wood-Work Technology.

(viii) Furniture Design and Estimating.

(ix) Fishery.

(x) Tailoring and Cutting.

OR

Tailoring, Embroidery and Fancy Work.

(xi) Chemical Technology.

(xii) Hand Spinning and Hand Weaving.

OR

Weaving (Power).

- (xiii) Hand-made Paper making.
- (xiv) Radio Service Work.
- (xv) Radio Engineering.
- (xvi) Military Studies.

N.B.—Candidates selecting the last Group will be allowed to offer one or two Vocational subjects from “B” group in place of the one or two General subjects from the “A” group under the head of Part-II, if the schools from which they appear for the Examination are duly recognised by the Department of Education for the purpose of teaching those Vocational subjects or if such candidates satisfy the Heads of their schools that they have satisfactorily completed an equivalent course of training in those subjects at some other recognised Institution and obtain previous permission of the Board three months in advance of the Examination as required under the rules and regulations of the S. S. C. Examination Board.

[** *Note.*—Subjects under Vocational group (B) in Part-II of Group VII (Gen.) may be taken under this head].

EXPLANATORY NOTES

(1) A Mother Tongue/Regional Language means one of the following languages at Higher Level:—

- | | |
|--------------|---------------|
| 1. Marathi. | 7. Sindhi. |
| 2. Gujarati. | 8. Bengali. |
| 3. Kannada. | 9. Malayalam. |
| 4. Tamil. | 10. Punjabi. |
| 5. Telugu. | 11. Hindi. |
| 6. Urdu. | 12. English. |

(2) A Modern Indian Language means one of the following languages at Lower Level:—

- | | |
|--------------|---------------|
| 1. Marathi. | 6. Urdu. |
| 2. Gujarati. | 7. Sindhi. |
| 3. Kannada. | 8. Bengali. |
| 4. Tamil. | 9. Malayalam. |
| 5. Telugu. | 10. Punjabi. |

(3) A classical language means one of the following languages:—

- | | |
|------------------|---------------------|
| 1. Sanskrit. | 5. Persian. |
| 2. Pali. | 6. Avesta—Pāhalavi. |
| 3. Ardhamagadhi. | 7. Latin. |
| 4. Arabic. | 8. Hebrew. |

(4) A modern Foreign language means one of the following languages:—

- | | |
|------------|----------------|
| 1. French. | 3. Portuguese. |
| 2. German. | |

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